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ABSTRACT

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning--including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Evaluation focused on thirty decision questions. This document describes test administration, and tabulates the results of the sixteen instruments used to collect data regarding these questions. Two of the instruments were standardized tests (California Achievement Tests and Boehm Test of Basic Concepts). The remaining instruments were developed by the school district to interview, survey, or observe principals, teachers, students, and other SCE personnel. Some of the instruments are included, and the evaluation questions relevant to each instrument are discussed. (CP)

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FINAL TECHNICAL REPORT

1976-77

STATE COMPENSATORY EDUCATION

June 30, 1977

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Appendix A

CALIFORNIA ACHIEVEMENT TEST

Instrument Description: California Achievement Test

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered: mathematics and reading. The reading test has two subtests: vocabulary and comprehension. The math test has two subtests: computation, and concepts and problems.

To whom was the instrument administered?

All AISD students in grades 1 through 6.

How many times was the instrument administered?

Those SCE identified students who did not take the tests in April 1976 were tested in October for a pretest and again in April for a posttest. Those students who had valid April 1976 scores were tested in April 1977.

When was the instrument administered?

October, 1976.
March 29-31, 1977.

Where was the instrument administered?

The April testing was conducted in the classrooms; the circumstances of the October testing were at the discretion of the schools.

Who administered the instrument?

Classroom teachers administered the April tests; counselors, SCE Reading Teachers, or other school personnel administered the October makeups.

What training did the administrators have?

Extensive supplementary written instructions were provided for the April testing and in some cases teachers attended inservice sessions.

Was the instrument administered under standardized conditions?

ORE assumes the test was given under standardized conditions. Test administrators were provided with manuals published by CTB-McGraw Hill and given supplementary instructions.

Were there problems with the instrument or the administration that might affect the validity of the data?

There may have been individual variation in administration procedures used by test administrators.

Who developed the instrument?

CTB-McGraw Hill.

What reliability and validity data are available on the instrument?

The reliability of both the mathematics and the reading tests as summarized by the Kuder-Richardson formula 20 coefficients is acceptable. The available test manual provides additional data. Validity data is not provided.

Are there norm data available for interpreting the results?

National and AISD norms are available.

CALIFORNIA ACHIEVEMENT TEST

Purpose

CAT results were used to provide answers to the following evaluation questions:

1) What is the achievement of SCE students in the Basic Skills Component (local campus planning model)?

2) What is the achievement of SCE students in schools that invested heavily in SCE materials?

3) Which SCE activities appear to have produced better results in terms of student achievement in reading and math?

4) Did student achievement in reading and math increase in SCE schools?

5) Does there continue to be a need for compensatory funds for schools in the SCE Program?

6) Did SCE students in the Basic Skills Component (grades 2-6) meet their performance objectives as stated in the Consolidated Application for State and Federal Assistance?

Procedure

The CAT is administered District-wide in the spring of each year. Every student is tested unless he/she spends part of his/her instructional time with a special education teacher or unless he/she receives the majority of his/her instruction in Spanish and is not above the second grade level. In addition, October testing was conducted in Title I and SCE schools for students not tested the previous April and for those involved in the Title I summer school follow-up study. In April, each teacher tested his/her classroom. Booklets or answer sheets were then scored by ORE. For the October testing, Title I counselors or other school personnel tested the students. October testing was conducted throughout the entire month. Spring testing occurred during the week of March 28-April 1, 1977.

Results

CAT results are discussed below in relation to the evaluation questions stated above.

Evaluation Question: What is the achievement of SCE students in the Basic Skills Component (local campus planning model)?

Evaluation Question: Does there continue to be a need for compensatory funds for schools in the SCE Program?

Study of Figure A-1 shows that:

> First grade students in the Basic Skills Component scored above national norms in both reading and math.
>
> SCE second graders in the Basic Skills Component scored very close to the national norms in math and reading on both the pretest and the posttest (pretest scores were actually above the norm), but math scores were well below the norms on all posttest scores.
>
> Basic Skills Component third graders at Brown scored well below the national norms in reading and math, while third graders at Pease scored just below the norms in math but above the norms for reading.
>
> Students in fourth, fifth, and sixth grades scored far below national norms in all cases.
>
> SCE second graders in the Bilingual Component scored at or above the norms for reading on the pretest at three of the four Bilingual Component schools; however, posttest scores were below the norms at two of those schools.
>
> Bilingual Component students in third, fourth, and fifth grades scored considerably below national norms in reading on both the pretest and the posttest.

Evaluation Question: What is the achievement of SCE students in schools that invested heavily in SCE materials?

Although all of the schools in the Basic Skills Component invested their SCE funds in materials to some extent, the three schools that invested their funds primarily in materials were Baker, Joslin, and Webb. Figure A-1 gives scores for these schools. Figures A-2 and A-3 graph the scores for Reading Total and Math Total respectively.

It can be seen that slight declines in percentile rankings from pretest to posttest for these groups were shown in all cases except reading at Baker.

Evaluation Question: Which SCE activities appear to have produced better results in terms of student achievement in reading and math?

One of the sixth grade SCE schools set up SCE reading labs with SCE reading teachers, and two established SCE reading teachers that "floated" from classroom to classroom serving identified students. Two others set up reading labs stocked with SCE materials and staffed by AISD reading teachers.

All other SCE students were served in the classrooms by the regular classroom teacher using SCE materials.

Figure A-4 shows the median percentile scores for the SCE students served by a reading lab or SCE reading teacher and the scores of students not thus served. (Although Pease elementary had an SCE reading lab, it was not included in the analysis presented here, since it would in no way be comparable to the sixth grade schools.) Figure A-1 provides grade equivalent and ADSS scores for these groups.

It can be seen that SCE students served by the classroom teacher with SCE materials at Baker, Blanton, and Travis Heights made small gains on CAT Reading Total scores. Blanton SCE students served in the classroom by a "floating" SCE reading teacher made large gains, and Martin SCE students served by a "floating" SCE reading teacher showed a small gain. All other groups showed either losses or no gains.

Evaluation Question: Did student achievement in reading and math increase in SCE schools?

Figure A-1 shows that the median percentiles of SCE groups on the CAT Reading Total subscale went down from pretest to posttest. These increases and decreases average out to a picture of no change in reading for the total group of SCE students across all sixth grade schools.

Percentile rankings of SCE groups on the CAT Math Total subscale also went down from pretest to posttest, as can be seen in Figure A-1. Median percentiles in math stayed the same at one of the schools and declined at two other schools. Overall, for all SCE students in sixth grade schools, the percentile ranking for CAT Math Total stayed the same from pretest to posttest.

Percentile rankings of second grade SCE students in the Basic Skills Component declined considerably in both reading and math in terms of percentile rankings. Third graders at both schools showed median percentile increases in math, as did third graders at Brown elementary in reading. Pease third graders, however, showed a slight decline from pretest to posttest in percentile ranking on the Reading Total subscale. (See Figure A-1.)

Fourth grade Basic Skills Component students declined in reading, according to their median percentile scores, while SCE students served in math made some gains. Fifth graders generally gained in both reading and math. (See Figure A-1.)

The percentile rankings of Bilingual Component second graders declined at all four schools on the CAT Reading Total subscale. Third graders showed a gain of three percentile points overall, but fourth graders declined by six percentile points. Fifth graders also declined from pre to posttest by two percentile points.

Evaluation Question: Did SCE students in the Basic Skills Component (grades 2-6) meet their performance objectives as stated in the Consolidated Application for State and Federal Assistance?

Basic Skills Component students at all grade levels except first had objectives of one month's gain per month of instruction for reading and math. Study of Figure A-1 shows that third and fifth grade students met their objective for reading, and fourth and fifth graders met their objective for math. All other groups did not meet the objective. Figures A-5, A-6, and A-7 illustrate grade equivalent gains for all groups in relation to the objective.

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Figure A-1: CALIFORNIA ACHIEVEMENT TEST (page 1 of 7)
SPRING 1976 - SPRING 1977

GROUP RN = NO. FOR READING MN = NO. FOR MATH	SCORES	VOCABULARY PRE	VOCABULARY POST	VOCABULARY GAIN	COMPREHENSION PRE	COMPREHENSION POST	COMPREHENSION GAIN	READING TOTAL SCORE PRE	READING TOTAL SCORE POST	READING TOTAL SCORE GAIN	COMPUTATION PRE	COMPUTATION POST	COMPUTATION GAIN	CONCEPTS AND PROBLEMS PRE	CONCEPTS AND PROBLEMS POST	CONCEPTS AND PROBLEMS GAIN	MATH TOTAL SCORE PRE	MATH TOTAL SCORE POST	MATH TOTAL SCORE GAIN
SCE STUDENTS	RAW SCORE		75			7			80			31			27			58	
BROWN	PERCENTILE		73			50			66			68			43			59	
GRADE 1	GRADE EQ.		2.2			1.7			2.0			2.1			1.5			1.9	
RN = 48 MN = 61	ADSS		319			291			295			266			275			257	
SCE STUDENTS	RAW SCORE	73	30	**	6	20	**	78	49	**	24	38	**	23	25	**	49	61	**
BROWN	PERCENTILE	68	49	-19	38	44	6	62	48	-14	49	40	-9	29	39	10	44	36	-8
GRADE 2	GRADE EQ.	2.1	2.7	0.6	1.3	2.5	1.2	1.9	2.6	0.7	1.7	2.5	0.8	1.1	2.4	1.3	1.6	2.4	0.8
RN = 21 MN = 18	ADSS	313	340	27	278	344	66	290	329	39	254	278	24	259	305	46	246	275	29
SCE STUDENTS	RAW SCORE	22	31	9	14	26	12	37	56	19	36	47	11	20	30	10	53	80	27
BROWN	PERCENTILE	26	27	1	25	29	4	27	28	1	36	20	-16	21	29	8	23	26	3
GRADE 3	GRADE EQ.	2.0	2.7	0.7	2.0	2.9	0.9	2.1	2.9	0.8	2.4	2.9	0.5	1.9	3.0	1.1	2.0	3.1	1.1
RN = 35 MN = 27	ADSS	310	343	33	313	365	52	300	339	39	275	297	22	291	338	47	262	305	43
SCE STUDENTS	RAW SCORE	31	16	**	28	17	**	59	32	**	44	25	**	28	17	**	73	39	**
BROWN	PERCENTILE	27	31	4	33	31	-2	30	29	-1	15	21	6	22	26	4	13	13	0
GRADE 4	GRADE EQ.	2.7	3.6	0.9	3.1	3.6	0.5	3.0	3.6	0.6	2.8	3.7	0.9	2.7	3.5	0.8	2.8	3.5	0.7
RN = 30 MN = 20	ADSS	343	373	30	372	397	25	343	368	25	290	333	43	328	359	31	294	418	124
SCE STUDENTS	RAW SCORE	18	22	4	18	26	8	33	46	13	30	42	12	16	23	7	46	64	18
BROWN	PERCENTILE	38	33	-5	35	50	15	31	37	6	36	43	7	23	30	7	33	36	3
GRADE 5	GRADE EQ.	4.0	4.8	0.8	3.9	5.7	1.8	3.7	5.0	1.3	4.3	5.5	1.2	3.4	4.7	1.3	4.1	5.2	1.1
RN = 31 MN = 20	ADSS	385	406	23	406	467	61	372	421	49	354	408	54	354	397	43	348	390	42
SCE STUDENTS	RAW SCORE		77			8			83			34			30			67	
PEASE	PERCENTILE		77			60			72			77			77			75	
GRADE 1	GRADE EQ.		2.3			1.8			2.1			2.3			2.4			2.2	
RN = 10 MN = 19	ADSS		324			302			274			273			313			269	
SCE STUDENTS	RAW SCORE	72	32	**	3	19	**	79	51	**	29	34	**	23	27	**	55	61	**
PEASE	PERCENTILE	66	56	-10	60	41	-17	63	51	-12	64	30	-34	51	47	-4	55	36	-19
GRADE 2	GRADE EQ.	2.0	2.9	0.9	1.8	2.5	0.7	2.4	2.7	0.3	2.0	2.2	0.2	1.7	2.5	0.8	1.8	2.4	0.6
RN = 13 MN = 15	ADSS	311	348	37	302	340	38	294	333	39	263	271	8	283	324	41	244	275	31

** DIFFERENT LEVELS USED FOR PRE AND POST. RAW SCORE GAINS NOT APPROPRIATE.

Figure A-1: Continued (page 2 of 7)

GROUP RN = NO. FOR READING MN = NO. FOR MATH	SCORES	VOCABULARY			COMPREHENSION			READING TOTAL SCORE			COMPUTATION			CONCEPTS AND PROBLEMS			MATH TOTAL SCORE		
		PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
SCE STUDENTS	RAW SCORE	32	37	5	23	35	12	56	72	16	36	60	24	28	36	8	62	95	33
PEASE	PERCENTILE	56	56	0	51	52	1	56	53	-3	36	43	7	51	53	2	38	45	7
GRADE 3	GRADE EQ.	2.9	4.0	1.1	2.7	3.8	1.1	2.9	3.8	0.9	2.4	3.5	1.1	2.7	3.8	1.1	2.4	3.5	1.1
RN = 12 MN = 21	ADSS	348	385	37	355	402	47	339	378	39	275	324	49	328	370	42	276	327	51
SCE STUDENTS	RAW SCORE	31	12	**	23	14	**	56	25	**	52	33	**	37	23	**	87	57	**
PEASE	PERCENTILE	27	18	-9	24	19	-5	28	15	-13	27	47	20	58	51	-7	34	51	17
GRADE 4	GRADE EQ.	2.7	2.8	0.1	2.7	3.1	0.4	2.9	2.7	-0.2	3.1	4.6	1.5	4.1	4.7	0.6	3.3	4.7	1.4
RN = 4 MN = 13	ADSS	343	346	3	355	371	16	339	334	-5	307	366	59	377	397	20	315	371	56
SCE STUDENTS	RAW SCORE	15	18	3	17	19	2	31	36	5	24	40	16	19	25	6	43	67	24
PEASE	PERCENTILE	28	22	-6	31	24	-7	26	20	-6	19	37	18	33	38	5	24	41	17
GRADE 5	GRADE EQ.	3.4	4.0	0.6	3.6	4.1	0.5	3.4	4.0	0.6	3.6	5.2	1.6	3.8	5.1	1.3	3.7	5.4	1.7
RN = 7 MN = 8	ADSS	367	385	18	397	414	17	363	384	21	329	377	48	371	411	40	334	399	65
SCE STUDENTS	RAW SCORE	15	10	**	18	14	**	32	24	**	33	14	**	18	11	**	49	25	**
ALLAN	PERCENTILE	15	12	-3	20	20	0	15	13	-2	20	19	-1	15	12	-3	15	13	-2
GRADE 6	GRADE EQ.	3.4	3.6	0.2	3.9	4.4	0.5	3.6	3.9	0.3	4.6	5.2	0.6	3.6	3.7	0.1	4.2	4.7	0.5
RN = 125 MN = 106	ADSS	367	375	8	406	422	16	368	380	12	366	393	27	365	367	2	350	370	20
SCE STUDENTS	RAW SCORE	14	10	**	16	13	**	30	23	**	31	13	**	17	11	**	48	23	**
MARTIN	PERCENTILE	13	12	-1	15	16	1	12	11	-1	17	15	-2	13	12	-1	15	14	-1
GRADE 6	GRADE EQ.	3.2	3.6	0.4	3.4	4.0	0.6	3.3	3.7	0.4	4.4	4.9	0.5	3.5	3.7	0.2	4.1	4.7	0.6
RN = 187 MN = 145	ADSS	360	375	15	389	403	14	359	372	13	358	382	24	359	367	8	348	370	22
SCE STUDENTS	RAW SCORE	20	16	**	21	16	**	41	32	**	36	16	**	21	15	**	53	31	**
BLANTON	PERCENTILE	27	32	5	30	30	0	28	32	4	26	26	0	23	28	5	26	26	0
GRADE 6	GRADE EQ.	4.5	5.4	0.9	4.6	5.1	0.5	4.6	5.3	0.7	4.7	5.5	0.8	4.3	5.2	0.9	4.8	5.5	0.7
RN = 190 MN = 184	ADSS	397	431	34	429	447	18	403	432	29	378	414	36	383	413	30	374	405	31
SCE STUDENTS	RAW SCORE	19	13	**	20	15	**	38	28	**	34	15	**	21	14	**	56	29	**
JOSLIN	PERCENTILE	25	22	-3	27	25	-2	24	22	-2	22	22	0	23	24	1	23	22	-1
GRADE 6	GRADE EQ.	4.3	4.8	0.5	4.4	4.8	0.4	4.2	4.7	0.5	4.7	5.4	0.7	4.3	4.9	0.6	4.6	5.3	0.7
RN = 275 MN = 282	ADSS	391	406	15	422	435	13	392	409	17	370	403	33	383	403	20	368	394	26
SCE STUDENTS	RAW SCORE	20	13	**	17	15	**	39	27	**	35	17	**	[illegible]	13	**	[illegible]	[illegible]	**
READ	PERCENTILE	27	22	-5	24	25	1	25	20	-5	24	31	7	23	28	5	25	31	6
GRADE 6	GRADE EQ.	4.5	4.8	0.3	4.1	4.8	0.7	4.4	4.5	0.1	4.8	5.8	1.0	4.3	5.2	0.9	4.6	5.8	1.2
RN = 88 MN = 90	ADSS	397	406	9	414	435	21	396	402	6	374	424	50	383	413	30	[illegible]	[illegible]	48

** DIFFERENT LEVELS USED FOR PRE AND POST. RAW SCORE GAINS NOT APPROPRIATE.

Figure A-1: Continued (page 3 of 7)

GROUP RN = NO. FOR READING MN = NO. FOR MATH	SCORES	VOCABULARY			COMPREHENSION			READING TOTAL SCORE			COMPUTATION			CONCEPTS AND PROBLEMS			MATH TOTAL SCORE		
		PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
SCE STUDENTS	RAW SCORE	18	13	**	19	15	**	36	29	**	33	16	**	20	14	**	53	30	**
TRAVIS HEIGHTS	PERCENTILE	22	22	0	24	25	1	20	22	2	20	26	6	20	24	4	20	24	4
GRADE 6	GRADE EQ.	4.0	4.8	0.8	4.1	4.8	0.7	4.0	4.7	0.7	4.6	5.6	1.0	4.1	4.9	0.8	4.5	5.4	0.9
RN = 329 MN = 313	ADSS	385	406	21	414	435	21	384	409	25	366	414	48	377	403	26	361	399	38
SCE STUDENTS	RAW SCORE	18	14	**	20	16	**	39	30	**	37	17	**	22	16	**	51	31	**
BAKER	PERCENTILE	22	25	3	27	30	3	25	27	2	29	31	2	27	33	6	31	26	-5
GRADE 6	GRADE EQ.	4.0	5.0	1.0	4.4	5.1	0.7	4.4	5.0	0.6	4.9	5.8	0.9	4.5	5.5	1.0	5.0	5.5	0.5
RN = 127 MN = 128	ADSS	385	415	30	422	447	25	396	421	25	383	424	41	390	423	33	382	405	23
SCE STUDENTS	RAW SCORE	20	14	**	20	15	**	40	29	**	35	16	**	21	14	**	57	27	**
WEBB	PERCENTILE	27	25	-2	27	25	-2	27	24	-3	24	26	2	23	24	1	25	22	-3
GRADE 6	GRADE EQ.	4.5	5.0	0.5	4.4	4.8	0.4	4.5	4.9	0.4	4.8	5.6	0.8	4.3	4.9	0.6	4.7	5.3	0.6
RN = 297 MN = 259	ADSS	397	415	18	422	435	13	400	415	15	374	414	40	383	403	20	371	394	23
ALL SCE	RAW SCORE	18	13	**	19	15	**	37	28	**	34	16	**	21	14	**	55	29	**
STUDENTS	PERCENTILE	22	22	0	24	25	1	22	22	0	22	26	4	23	24	1	22	22	0
GRADE 6	GRADE EQ.	4.0	4.8	0.8	4.1	4.8	0.7	4.1	4.7	0.6	4.7	5.6	0.9	4.3	4.9	0.6	4.6	5.3	0.7
RN =1618 MN =1507	ADSS	385	406	21	414	435	21	388	409	21	370	414	44	383	403	20	366	394	28
ALL NON-SCE	RAW SCORE	28	22	**	27	21	**	55	43	**	43	20	**	27	19	**	70	39	**
STUDENTS	PERCENTILE	53	53	0	54	54	0	54	54	0	47	44	-3	49	47	-2	47	46	-1
GRADE 6	GRADE EQ.	5.9	6.9	1.0	6.0	7.0	1.0	6.0	6.9	0.9	5.6	6.4	0.8	5.6	6.5	0.9	5.6	6.5	0.9
RN =3005 MN =3351	ADSS	445	472	27	474	496	22	451	478	27	414	452	38	428	451	23	408	445	37
SCE STUDENTS SERVED	RAW SCORE	22	18	**	22	18	**	42	35	**									
BY READING TEACHER,	PERCENTILE	33	39	6	34	40	6	30	38	8									
BLANTON GRADE 6	GRADE EQ.	4.8	5.9	1.1	4.8	5.7	0.9	4.7	5.8	1.1									
RN = 50 MN = 0	ADSS	408	445	37	437	468	31	407	446	39									
SCE STUDENTS SERVED	RAW SCORE	14	9	**	17	14	**	31	24	**									
BY READING LAB	PERCENTILE	13	9	-4	17	20	3	13	13	0									
JOSLIN GRADE 6	GRADE EQ.	3.2	3.3	0.1	3.6	4.4	0.8	3.4	3.9	0.5									
RN = 67 MN = 0	ADSS	360	363	3	397	422	25	363	380	17									
SCE STUDENTS SERVED	RAW SCORE	19	13	**	20	15	**	37	27	**									
BY READING LAB	PERCENTILE	25	22	-3	27	25	-2	25	20	-5									
READ GRADE 6	GRADE EQ.	4.3	4.8	0.5	4.4	4.8	0.4	4.4	4.5	0.1									
RN = 82 MN = 0	ADSS	391	406	15	422	435	13	396	402	6									

** DIFFERENT LEVELS USED FOR PRE AND POST. RAW SCORE GAINS NOT APPROPRIATE.

Figure A-1: Continued (page 4 of 7)

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***********************************************************************************************************************************************************
*        GROUP               *            *                                READING            *                    CONCEPTS AND           MATH         *
* RN = NO. FOR READING       *            *   VOCABULARY      COMPREHENSION    TOTAL SCORE    *   COMPUTATION        PROBLEMS          TOTAL SCORE     *
* MN = NO. FOR MATH          *   SCORES   * PRE POST GAIN   PRE POST GAIN    PRE POST GAIN   * PRE POST GAIN    PRE POST GAIN    PRE POST GAIN      *
***********************************************************************************************************************************************************
*                            *            *                                                   *                                                         *
* SCE STUDENTS SERVED        *RAW SCORE   *  13   10   **     16   13   **     30   23   **  *                                                         *
* BY READING LAB             *PERCENTILE  *  11   12    1     15   16    1     12   11   -1  *                                                         *
* WEBB  GRADE 6              *GRADE EQ.   * 3.0  3.6  0.6    3.4  4.0  0.6    3.3  3.7  0.4  *                                                         *
* RN =  59      MN =      0  *ADSS        * 354  375   21    391  408   17    359  372   13  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS SERVED        *RAW SCORE   *   7    8   **      9   13   **     17   17   **  *                                                         *
* BY READING TEACHER         *PERCENTILE  *   2    7    5      3    6    3      2    3    1  *                                                         *
* MARTIN  GRADE 6            *GRADE EQ.   * 1.7  2.9  1.2    2.1  2.9  0.8    1.8  2.4  0.6  *                                                         *
* RN =  13      MN =      0  *ADSS        * 297  349   52    319  363   44    287  316   29  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS NOT SERV-     *RAW SCORE   *  20   15   **     20   16   **     41   31   **  *                                                         *
* ED BY READING TEACHER      *PERCENTILE  *  27   29    2     27   30    3     28   29    1  *                                                         *
* BLANTON GRADE 6            *GRADE EQ.   * 4.5  5.2  0.7    4.4  5.1  0.7    4.6  5.2  0.6  *                                                         *
* RN = 138      MN =      0  *ADSS        * 397  423   26    422  447   25    403  426   23  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS NOT SERV-     *RAW SCORE   *  20   14   **     20   15   **     41   30   **  *                                                         *
* ED BY READING LAB          *PERCENTILE  *  27   25   -2     27   25   -2     28   27   -1  *                                                         *
* JOSLIN GRADE 6             *GRADE EQ.   * 4.5  5.0  0.5    4.4  4.8  0.4    4.6  5.0  0.4  *                                                         *
* RN = 204      MN =      0  *ADSS        * 397  415   18    422  435   13    403  421   18  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS NOT SERV-     *RAW SCORE   *  21   23   **     19   12   **     43   36   **  *                                                         *
* ED BY READING LAB          *PERCENTILE  *  30   57   27     24   12  -12     32   38    6  *                                                         *
* READ GRADE 6               *GRADE EQ.   * 4.7  7.6  2.9    4.1  3.5 -0.6    4.8  5.9  1.1  *                                                         *
* RN =   4      MN =      0  *ADSS        * 402  479   77    414  394  -20    411  450   39  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS NOT SERV-     *RAW SCORE   *  21   15   **     22   16   **     41   30   **  *                                                         *
* ED BY READING LAB          *PERCENTILE  *  30   29   -1     34   30   -4     28   27   -1  *                                                         *
* WEBB GRADE 6               *GRADE EQ.   * 4.7  5.2  0.5    4.8  5.1  0.3    4.6  5.0  0.4  *                                                         *
* RN = 237      MN =      0  *ADSS        * 402  423   21    437  447   10    403  421   18  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE STUDENTS NOT SERV-     *RAW SCORE   *  14   10   **     17   13   **     31   23   **  *                                                         *
* ED BY READING TEACHER      *PERCENTILE  *  13   12   -1     17   16   -1     13   11   -2  *                                                         *
* MARTIN GRADE 6             *GRADE EQ.   * 3.2  3.6  0.4    3.6  4.0  0.4    3.4  3.7  0.3  *                                                         *
* RN = 172      MN =      0  *ADSS        * 360  375   15    397  408   11    363  372    9  *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
*                            *            *                                                   *                                                         *
* SCE BILINGUAL STUDENTS     *RAW SCORE   *        0                0                0        *                                                         *
* ALLISON                    *PERCENTILE  *       26               38               28        *                                                         *
* GRADE 1                    *GRADE EQ.   *      1.0              1.3              1.0        *                                                         *
* RN =  33      MN =      0  *ADSS        *      273              278              234        *                                                         *
*                            *            *                                                   *                                                         *
***********************************************************************************************************************************************************
** DIFFERENT LEVELS USED FOR PRE AND POST.  RAW SCORE GAINS NOT APPROPRIATE.
```

Figure A-1: Continued (page 5 of 7)

GROUP RN = NO. FOR READING MN = NO. FOR MATH	SCORES	READING									MATH								
		VOCABULARY			COMPREHENSION			TOTAL SCORE			COMPUTATION			CONCEPTS AND PROBLEMS			TOTAL SCORE		
		PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
SCE BILINGUAL STUDENTS	RAW SCORE	54	20	**	6	12	**	60	29	**									
ALLISON	PERCENTILE	23	21	-2	38	19	-19	23	12	-11									
GRADE 2	GRADE EQ.	0.6	1.8	1.2	1.3	1.8	0.5	0.8	1.5	0.7									
RN = 33 MN = 0	ADSS	267	301	34	278	300	22	247	269	22									
SCE BILINGUAL STUDENTS	RAW SCORE	17	24	7	13	19	6	29	48	19									
ALLISON	PERCENTILE	13	14	1	22	18	-4	12	21	9									
GRADE 3	GRADE EQ.	1.4	2.1	0.7	1.9	2.5	0.6	1.5	2.6	1.1									
RN = 28 MN = 0	ADSS	287	317	30	307	340	33	269	327	58									
SCE BILINGUAL STUDENTS	RAW SCORE	28	14	**	19	15	**	45	29	**									
ALLISON	PERCENTILE	21	24	3	18	23	5	18	22	4									
GRADE 4	GRADE EQ.	2.5	3.2	0.7	2.5	3.3	0.8	2.5	3.2	0.7									
RN = 48 MN = 0	ADSS	332	360	28	340	380	40	321	354	33									
SCE BILINGUAL STUDENTS	RAW SCORE	14	16	2	18	18	0	28	34	6									
ALLISON	PERCENTILE	24	17	-7	35	20	-15	20	18	-2									
GRADE 5	GRADE EQ.	3.2	3.6	0.4	3.9	3.9	0.0	3.1	3.8	0.7									
RN = 20 MN = 0	ADSS	360	373	13	406	406	0	349	376	27									
SCE BILINGUAL STUDENTS	RAW SCORE		0			0			0										
GOVALLE	PERCENTILE		68			75			63										
GRADE 1	GRADE EQ.		2.1			2.2			1.9										
RN = 8 MN = 0	ADSS		313			321			292										
SCE BILINGUAL STUDENTS	RAW SCORE	66	21	**	9	15	**	76	33	**									
GOVALLE	PERCENTILE	50	23	-27	68	28	-40	57	19	-38									
GRADE 2	GRADE EQ.	1.7	1.9	0.2	2.0	2.1	0.1	1.8	1.8	0.0									
RN = 20 MN = 0	ADSS	295	305	10	312	319	7	285	391	106									
SCE BILINGUAL STUDENTS	RAW SCORE	20	27	7	12	18	6	33	43	10									
GOVALLE	PERCENTILE	21	19	-2	19	16	-3	19	16	-3									
GRADE 3	GRADE EQ.	1.8	2.4	0.6	1.8	2.4	0.6	1.8	2.4	0.6									
RN = 40 MN = 0	ADSS	301	328	27	300	335	35	285	316	31									
SCE BILINGUAL STUDENTS	RAW SCORE	27	11	**	22	16	**	52	27	**									
GOVALLE	PERCENTILE	19	15	-4	23	27	4	25	28	3									
GRADE 4	GRADE EQ.	2.4	2.6	0.2	2.7	3.4	0.7	2.7	3.0	0.3									
RN = 17 MN = 0	ADSS	328	338	10	352	389	37	334	344	10									

** DIFFERENT LEVELS USED FOR PRE AND POST. RAW SCORE GAINS NOT APPROPRIATE.

Figure A-1: Continued (page 6 of 7)

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*****************************************************************************************************************************************
*         GROUP            *             *                                     READING        *                                              *
* RN = NO. FOR READING     *             *  VOCABULARY       COMPREHENSION     TOTAL SCORE    *   COMPUTATION     CONCEPTS AND     MATH       *
* MN = NO. FOR MATH        *   SCORES    * PRE POST GAIN    PRE POST GAIN    PRE POST GAIN    * PRE POST GAIN     PROBLEMS     TOTAL SCORE   *
*                          *             *                                                    *                  PRE POST GAIN  PRE POST GAIN *
*****************************************************************************************************************************************
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  10   19    9     16   15   -1     26   34    8 *                                              *
* GOVALLE                 *PERCENTILE*  12   25   13     27   12  -15     21   19   -2 *                                              *
* GRADE 5                 *GRADE EQ. * 2.4  4.3  1.9    3.4  3.3 -0.1    3.1  3.8  0.7 *                                              *
* RN =  19     MN =     0 *ADSS      * 329  391   62    389  380   -9    349  376   27 *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *        0                 0                 0       *                                              *
* METZ                    *PERCENTILE*       35                50                35       *                                              *
* GRADE 1                 *GRADE EQ. *      1.2               1.7               1.2       *                                              *
* RN =  39     MN =     0 *ADSS      *      280               291               262       *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  71   27   **      7   24   **     78   52   ** *                                              *
* METZ                    *PERCENTILE*  63   39  -24     50   54    4     62   52  -10 *                                              *
* GRADE 2                 *GRADE EQ. * 2.0  2.4  0.4    1.7  2.8  1.1    1.9  2.7  0.8 *                                              *
* RN =  32     MN =     0 *ADSS      * 308  328   20    291  359   68    290  334   44 *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  27   34    7     17   30   13     44   63   19 *                                              *
* METZ                    *PERCENTILE*  39   36   -3     35   37    2     40   35   -5 *                                              *
* GRADE 3                 *GRADE EQ. * 2.4  3.1  0.7    2.3  3.2  0.9    2.4  3.1  0.7 *                                              *
* RN =  37     MN =     0 *ADSS      * 328  357   29    330  379   49    319  350   31 *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  30   11   **     25   14   **     55   25   ** *                                              *
* METZ                    *PERCENTILE*  25   15  -10     28   19   -9     27   15  -12 *                                              *
* GRADE 4                 *GRADE EQ. * 2.7  2.6 -0.1    2.9  3.1  0.2    2.8  2.7 -0.1 *                                              *
* RN =  34     MN =     0 *ADSS      * 340  338   -2    362  371    9    338  334   -4 *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  13   16    3     16   18    2     29   34    5 *                                              *
* METZ                    *PERCENTILE*  21   17   -4     27   20   -7     22   18   -4 *                                              *
* GRADE 5                 *GRADE EQ. * 3.0  3.6  0.6    3.6  3.9  0.3    3.2  3.8  0.6 *                                              *
* RN =  63     MN =     0 *ADSS      * 353  373   20    389  406   17    354  376   22 *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *        0                 0                 0       *                                              *
* SANCHEZ                 *PERCENTILE*       28                50                42       *                                              *
* GRADE 1                 *GRADE EQ. *      1.0               1.7               1.0       *                                              *
* RN =  40     MN =     0 *ADSS      *      273               291               254       *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
*                          *             *                                                    *                                              *
* SCE BILINGUAL STUDENTS*RAW SCORE *  68   20   **      7   18   **     75   38   ** *                                              *
* SANCHEZ                 *PERCENTILE*  55   21  -34     50   38  -12     51   36  -15 *                                              *
* GRADE 2                 *GRADE EQ. * 1.8  1.8  0.0    1.7  2.4  0.7    1.7  2.0  0.3 *                                              *
* RN =  33     MN =     0 *ADSS      * 300  301    1    291  335   44    279  296   17 *                                              *
*                          *             *                                                    *                                              *
*****************************************************************************************************************************************
** DIFFERENT LEVELS USED FOR PRE AND POST.  RAW SCORE GAINS NOT APPROPRIATE.
```

Figure A-1: Continued (page 7 of 7)

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***************************************************************************************************************************************
*           GROUP             *              *                                   READING    *                     CONCEPTS AND       MATH       *
* RN = NO. FOR READING        *              *  VOCABULARY     COMPREHENSION   TOTAL SCORE  *  COMPUTATION          PROBLEMS     TOTAL SCORE   *
* MN = NO. FOR MATH           *   SCORES     *  PRE POST GAIN  PRE POST GAIN  PRE POST GAIN *  PRE POST GAIN   PRE POST GAIN   PRE POST GAIN  *
***************************************************************************************************************************************
*                             *              *                                              *                                                  *
* SCE BILINGUAL STUDENTS*RAW SCORE  *   26   32    6    18   26    8    41   58   17 *                                                  *
* SANCHEZ                     *PERCENTILE*   37   30   -7    38   27  -11    35   28   -7 *                                                  *
* GRADE 3                     *GRADE EQ. *  2.3  2.9  0.6   2.4  2.9  0.5   2.3  2.9  0.6 *                                                  *
* RN =  30      MN =    0 *ADSS      *  325  348   23   335  365   30   311  339   28 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* SCE BILINGUAL STUDENTS*RAW SCORE  *   33   12   **    30   18   **    63   30   ** *                                                  *
* SANCHEZ                     *PERCENTILE*   33   18  -15    37   35   -2    35   25  -10 *                                                  *
* GRADE 4                     *GRADE EQ. *  3.0  2.8 -0.2   3.2  3.9  0.7   3.1  3.3  0.2 *                                                  *
* RN =  39      MN =    0 *ADSS      *  352  346   -6   379  406   27   350  359    9 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* SCE BILINGUAL STUDENTS*RAW SCORE  *   11   14    3    15   20    5    24   32    8 *                                                  *
* SANCHEZ                     *PERCENTILE*   15   13   -2    23   27    4    13   15    2 *                                                  *
* GRADE 5                     *GRADE EQ. *  2.6  3.2  0.6   3.3  4.4  1.1   2.6  3.6  1.0 *                                                  *
* RN =  37      MN =    0 *ADSS      *  338  360   22   380  422   42   329  368   39 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* ALL SCE                     *RAW SCORE  *         0               0               0      *                                                  *
* BILINGUAL STUDENTS          *PERCENTILE*        30              38              44      *                                                  *
* GRADE 1                     *GRADE EQ. *       1.1             1.3             1.1      *                                                  *
* RN = 125      MN =    0 *ADSS      *       275             278             258      *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* ALL SCE                     *RAW SCORE  *   66   22   **     7   15   **    72   37   ** *                                                  *
* BILINGUAL STUDENTS          *PERCENTILE*   50   26  -24    50   28  -22    46   38   -8 *                                                  *
* GRADE 2                     *GRADE EQ. *  1.7  2.0  0.3   1.7  2.1  0.4   1.6  2.1  0.5 *                                                  *
* RN = 118      MN =    0 *ADSS      *  295  310   15   291  319   28   311  300  -11 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* ALL SCE                     *RAW SCORE  *   22   30    8    15   23    8    35   53   18 *                                                  *
* BILINGUAL STUDENTS          *PERCENTILE*   26   25   -1    28   24   -4    23   26    3 *                                                  *
* GRADE 3                     *GRADE EQ. *  2.0  2.7  0.7   2.1  2.7  0.6   2.0  2.8  0.8 *                                                  *
* RN = 135      MN =    0 *ADSS      *  310  340   30   319  355   36   293  335   42 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* ALL SCE                     *RAW SCORE  *   29   12   **    24   16   **    53   28   ** *                                                  *
* BILINGUAL STUDENTS          *PERCENTILE*   23   18   -5    26   27    1    26   20   -6 *                                                  *
* GRADE 4                     *GRADE EQ. *  2.6  2.8  0.2   2.8  3.4  0.6   2.8  3.1  0.3 *                                                  *
* RN = 138      MN =    0 *ADSS      *  336  346   10   359  389   30   335  349   14 *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
*                             *              *                                              *                                                  *
* ALL SCE                     *RAW SCORE  *   12   16    4    16   18    2    28   34    6 *                                                  *
* BILINGUAL STUDENTS          *PEPCENTILE*   18   17   -1    27   20   -7    20   18   -2 *                                                  *
* GRADE 5                     *GRADE EQ. *  2.8  3.6  0.8   3.4  3.9  0.5   3.1  3.8  0.7 *                                                  *
* RN = 139      MN =    0 *ADSS      *  346  373   27   389  406   17   349  376   27 *                                                  *
*                             *              *                                              *                                                  *
***************************************************************************************************************************************
** DIFFERENT LEVELS USED FOR PRE AND POST.  RAW SCORE GAINS NOT APPROPRIATE.
```

Figure A-2: PERCENTILE RANKINGS FOR CAT READING TOTAL OF SCE GROUPS AT BAKER, JOSLIN, AND WEBB SIXTH GRADE SCHOOLS.

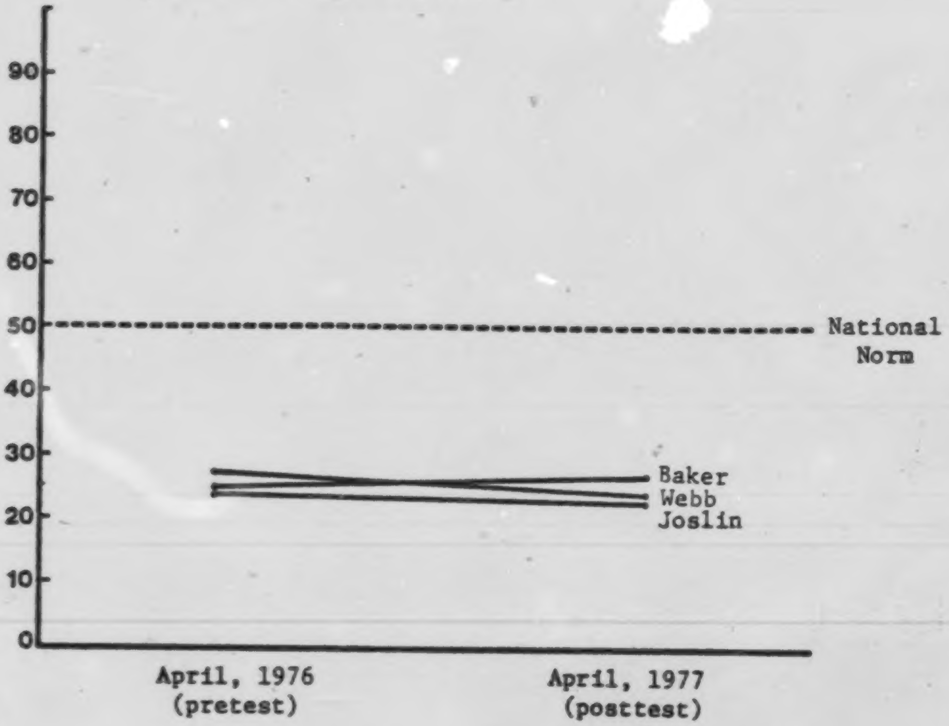


Figure A-3: PERCENTILE RANKINGS FOR CAT MATH TOTAL OF SCE GROUPS AT BAKER, JOSLIN, AND WEBB SIXTH GRADE SCHOOLS.

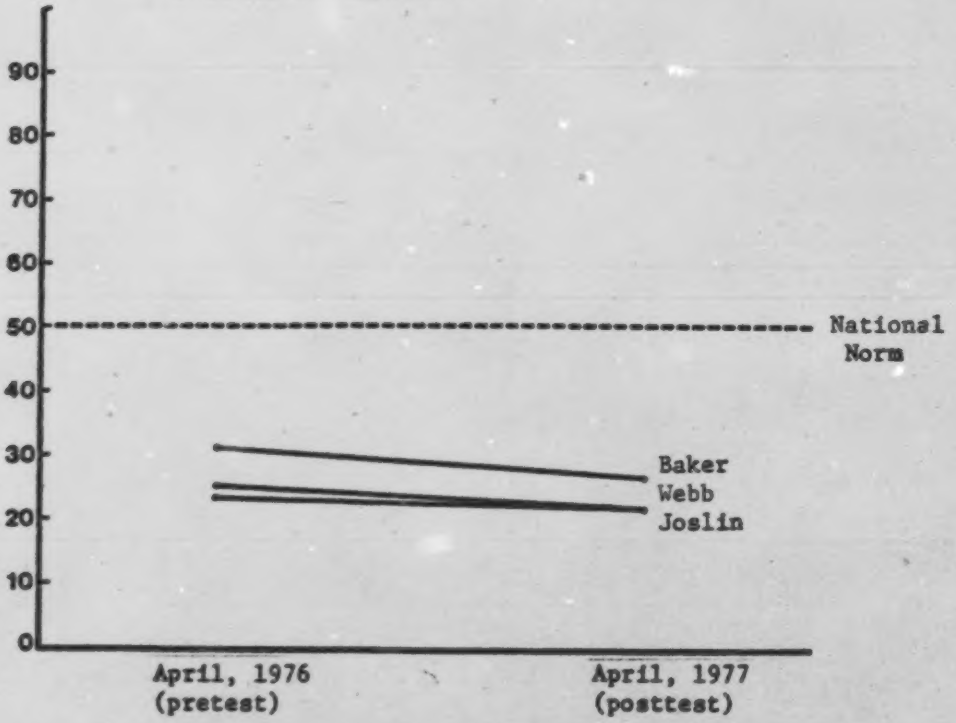


Figure A-4: PRETEST AND POSTTEST PERCENTILE RANKINGS OF SIXTH GRADE SCE STUDENTS SERVED BY READING LABS, SCE READING TEACHERS, AND BY CLASSROOM TEACHERS.

SCE students served by	CAT Reading Total		
	April 1976	April 1977	Change
SCE reading teacher at Blanton	30	38	+8
AISD reading lab at Joslin	13	13	0
SCE reading teacher at Martin	2*	3*	+1*
SCE reading lab/reading teacher at Read	25	20	-5
AISD reading lab at Webb	12	11	-1
Classroom teachers at			
Allan	15	13	-2
Baker	25	27	+2
Blanton	28	29	+1
Joslin	28	27	-1
Martin	13	11	-2
Read	**	**	**
Travis Heights	20	22	+2
Webb	28	27	-1

*Only 13 identified SCE students were served by the SCE reading teacher and had valid scores.

**Only four SCE students were not served in the SCE reading lab at Read.

Figure A-5: MATH TOTAL GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM.

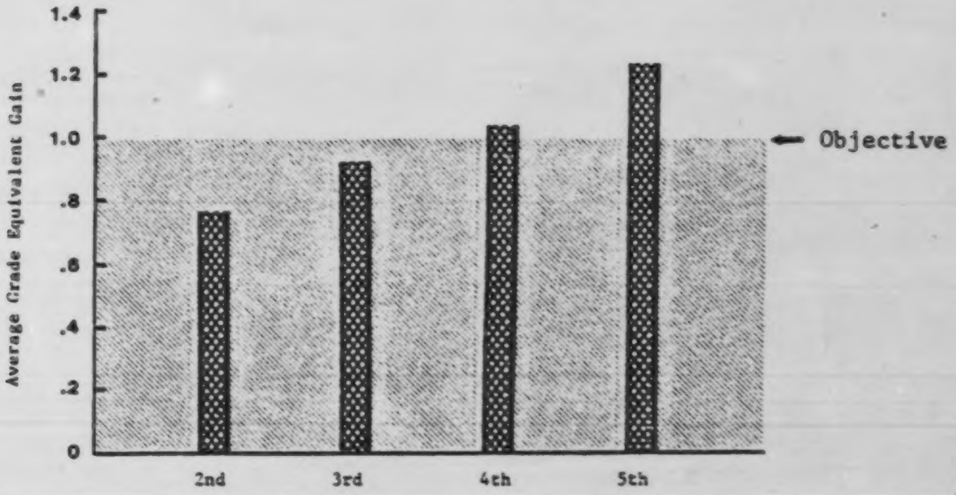
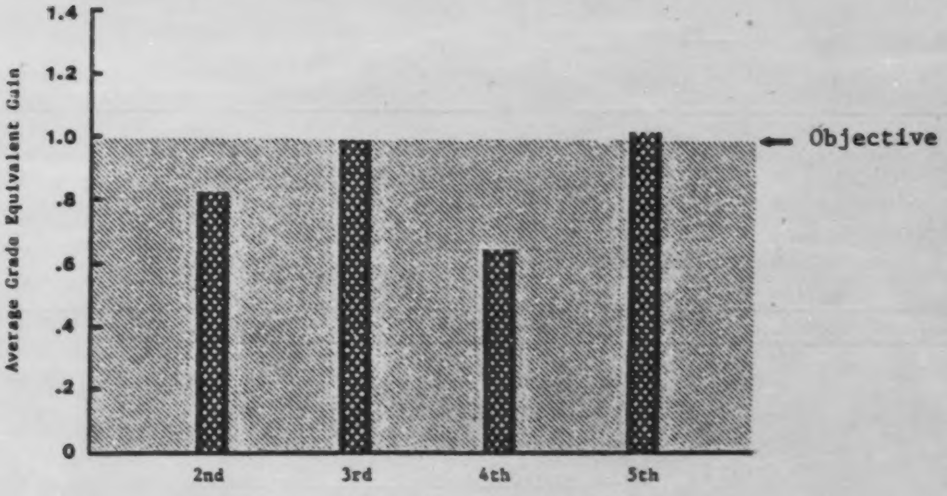
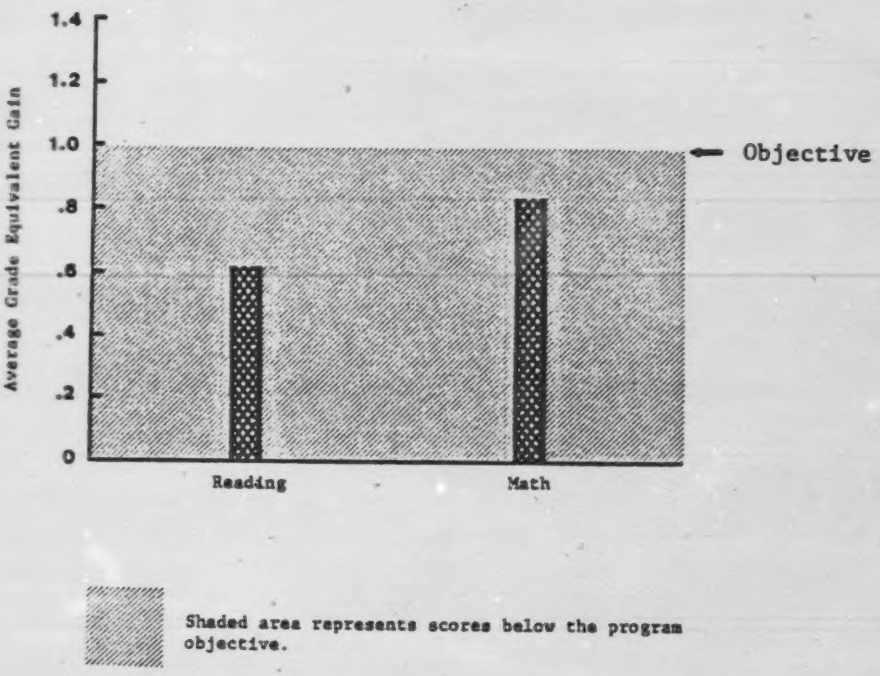


Figure A-6: READING TOTAL GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM.



▨ Shaded area represents scores below the program objective.

Figure A-7: READING AND MATH GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE SIXTH GRADE BASIC SKILLS PROGRAM.



Appendix B

BOEHM TEST OF BASIC CONCEPTS

Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

Fifty items are arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the pupils. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the instrument administered?

All Title I and SCE kindergarten students.

How many times was the instrument administered?

Twice (pretest and posttest).

When was the instrument administered?

September, 1976 and February, 1977.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

None other than that provided on-campus by the counselor and/or principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split half reliability coefficents, corrected by the Spearman-Brown formula, ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for interpreting the results?

Standardization sample consisted of low, middle, and high socio-economic level students from kindergarten, first, and second grade in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid-year testing in each of the SES levels by grade classifications.

BOEHM TEST OF BASIC CONCEPTS

Purpose

Boehm Test of Basic Concepts results were utilized by SCE Evaluation for the two major purposes outlined below.

Evaluation Questions: Boehm results were used to provide answers to the following SCE evaluation questions.

1) What is the achievement of SCE students in the basic skills component (local campus planning model)?

2) Does there continue to be a need for compensatory funds for schools in the SCE Program?

3) Did SCE students in the basic skills component (grades K-6) meet their performance objectives as stated in the Consolidated Application for State and Federal Assistance?

Designation of SCE Students: Boehm scores from September 1977 were used to designate students for SCE services according to District criteria.

Procedure

The Boehm was administered to all kindergarten students in Title I and SCE schools during the week of September 20-24, 1976 and to all kindergarten students in the District during the week of February 21-25, 1977. Classroom teachers tested the students, and ORE conducted the scoring. Schools did have the option of testing Spanish dominant student in Spanish.

Pre- and posttest scores were matched and analyzed to address the evaluation questions previously stated.

Results

Results of the Boehm administrations are discussed below according to the evaluation question which the information references.

Evaluation Question: What is the achievement of SCE students in the basic skills component (Local campuses planning model)?

Does there continue to be a need for compensatory funds for schools in the SCE Program?

SCE kindergarten students in the basic skills component had pretest scores that were far below the national norm for students of middle and high socioeconomic backgrounds. Their posttest scores were much closer to the national norm but were still below it.

SCE kindergarten students in the Bilingual Component scored even lower than the Basic Skills Component students on both the pretest and the posttest.

Figure B-1 shows the percentile rankings for kindergarten students in the both components as compared to students of low, middle, and high socioeconomic backgrounds. Figure B-2 gives raw scores and gain.

Evaluation Question: Did SCE kindergarteners at Brown and other Basic Skills Component students in grades 2-6 meet their performance objectives as stated in the CASFA?

The objective for Basic Skills Component kindergarteners as stated in the CASFA was:

> Kindergarten students in the SCE Basic Skills Program will demonstrate an average raw score increase of 6.5 points from pretest date (September, 1976) to posttest date (February, 1977) on the Boehm Test of Basic Concepts.

The average gain of 9.16 raw score points shown by SCE kindergarteners means that they met and well exceeded the objective of 6.5 points gain. Figure B-3 portrays this gain in relation to the objective.

Figure B-1: BOHEM TEST OF BASIC CONCEPTS SCORES FOR BASIC SKILLS COMPONENT KINDERGARTENERS, CONVERTED TO PERCENTILE RANKINGS IN RELATION TO STUDENTS OF LOW, MIDDLE, AND HIGH SES BACKGROUNDS.

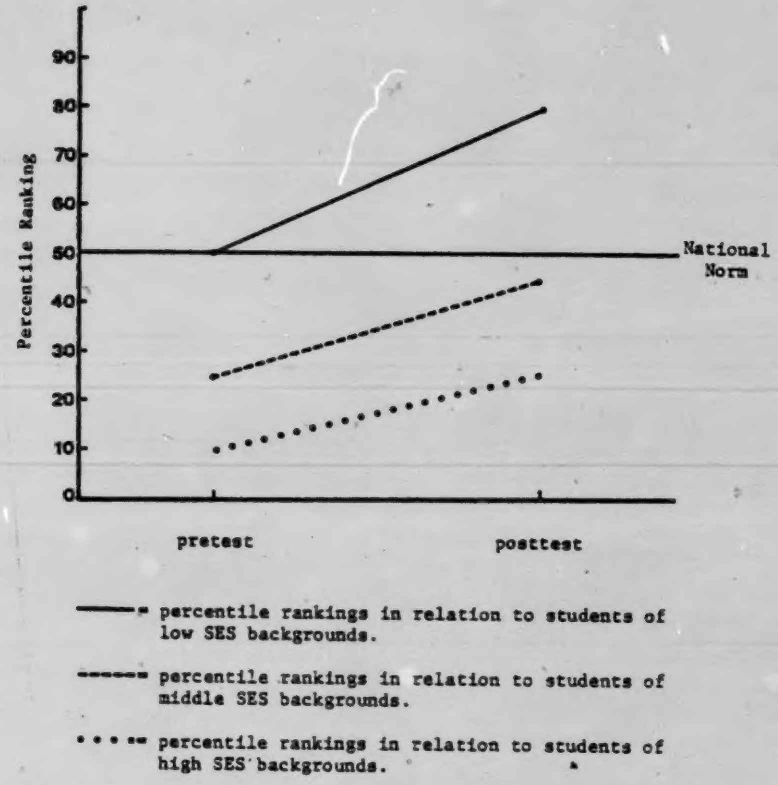
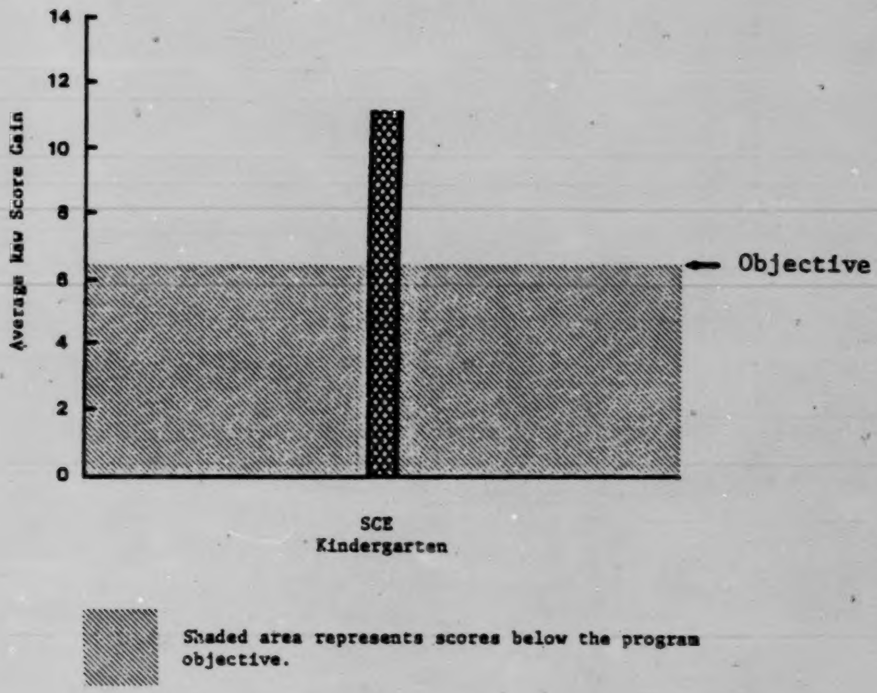


Figure B-2: BOEHM TEST OF BASIC CONCEPTS
FALL 1976 - SPRING 1977

```
************************************************************************
*                              *               RAW SCORES              *
*                              *                                       *
*            GROUP             *      PRE         POST         GAIN    *
************************************************************************
*                              *                                       *
* SCE STUDENTS                 *                                       *
* BROWN                        *      25           35           10     *
* KINDERGARTEN                 *                                       *
* N =   42                     *                                       *
*                              *                                       *
************************************************************************
```

Figure B-3: AVERAGE RAW SCORE GAIN SHOWN BY STUDENTS IN THE KINDERGARTEN BASIC SKILLS PROGRAM.



Appendix C

PUPIL ACTIVITIES RECORD (PAR)

Instrument Description: Pupil Activities Record

Brief description of the instrument:

The PAR is an observation instrument designed to collect information on the activities of a student during the school day. It also requires an ongoing record of the instructional materials used by the student.

To whom was the instrument administered?

Randomly selected students in Title I, non-Title I, and SCE schools.

How many times was the instrument administered?

Once for each student observed.

When was the instrument administered?

From November, 1976 through April, 1977.

Where was the instrument administered?

In classrooms, resource rooms, libraries, and any other area in the school where students receive instruction.

Who administered the instrument?

Title I Evaluation Assistants and the SCE Evaluation Assistant.

What training did the administrators have?

General training in observation processes and a practicum in observing with the PAR.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

The advance notification of scheduled observations may have caused teacher preparation for the observation. Also, some teachers identified the student under observation and may have altered their behavior toward the students.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PUPIL ACTIVITIES RECORD (PAR)

Purpose

The Pupil Activities Record (PAR) was developed for use by both Title I Evaluation and SCE Evaluation so that information relevant to the following Title I and SCE evaluation questions could be gathered.

Title I Evaluation Questions:

1. How much direct instructional time is furnished to identified Title I students by the current staffing patterns and roles?
2. What approaches to reading are now being used?
3. Which of the activities proposed in the Consolidated Application for State and Federal Assistance, Title I Instructional Component, were conducted during the year?

SCE Evaluation Questions:

1. Are SCE materials being utilized in the classrooms?
2. Were SCE activities conducted as specified generally?

The PAR allows documentation of a student's activities throughout the school day, thereby contributing implementation data regarding 1) amount of time spent by students in instruction in the various subject areas, 2) amount of contact with Title I or SCE personnel, the classroom teacher, and other adults, and 3) the size of the groups in which the student functions throughout the day. Information regarding type of materials in use by the student and amount of time each set of materials is used is also gathered. Attachment C-1 is a copy of the observation form.

While other sources document the delivery of Title I or SCE services to students as recorded by Title I or SCE staff, this approach (PAR observation data) provides information regarding the amount of service received by the student as recorded by an observer during an entire school day.

Procedure

The PAR was developed by ORE staff, field tested and revised several times. and then field tested in its final form by each evaluation assistant that would be using the instrument. Extensive directions for use of the form were prepared as its development progressed, and a manual was published at the end of the school year. Observations for the entire year for both Title I and SCE were then scheduled as discussed below.

Title I: Each Title I school was randomly assigned to a block of time in the school year (usually a week) during which a randomly selected Title I student from each grade level was to be observed for an entire school day. The individual observations within each school were also randomly assigned to days within the block of time set aside for the school. One non-Title I student in each of 14 Title I schools was also selected for observation, and two non-Title I students from the six largest Title I schools were selected. In addition, four non-Title I schools were randomly selected for observations with the PAR, and one student in each grade level at those schools was randomly selected for observation.

SCE: Observations for SCE Evaluation were confined to the sixth grade schools and were assigned in two blocks to each school so that a full round of observations would be followed by another round of approximately the same number. The number of SCE students and non-SCE students were assigned according to the size of the student population of the school, and both students and observation days were randomly selected.

Special circumstances during the course of the observations caused some changes in the distributions of observations. Specifically, the three following situations resulted in alteration of the distribution of Title I observations:

1. A Title I student at Ridgetop that had been listed on the Title I identification roster as grade 3-4 turned out to be a third grader instead of a fourth grader as had been thought by the observer. Therefore, there were two observations of Title I students in third grade at Ridgetop, and no observation of a Title I fourth grader at that school.

2. Two students who were not designated as Title I students at the beginning of the school year (when observations were scheduled) were identified for Title I services during the course of the year. They were Title I students at the time of the observations, rather than non-Title I as the observers thought. Therefore, Zavala and Rosedale are not represented in the non-Title I sample, and one extra non-Title I observation at Becker and one at Mathews were conducted.

   Following the disclosure of this problem, the observers adopted the procedure of verifying with the schools ahead of time the Title I status of the four students selected for each observation.

No such problems were encountered with SCE observations. Figures C-1 and C-2 show the distribution of Title I and SCE observations.

Figure C-1: TITLE I PAR OBSERVATIONS

School	Number of Title I Students Observed						Number of Non-Title I Students Observed						Total
	Grade						Grade						
	K	1	2	3	4	5	K	1	2	3	4	5	
Allison	1	1	1	1	2	1		1			1		9
Becker	1	1	1	1	1	1	1				1	1	9
Blackshear	1	1	1	1	1	1			1				7
Brooke	1	1	1	1	1	1					1		7
Brown		1	1	1	1	1		1					6
Campbell	1	1	1	1	1	1			1				7
Dawson	1	1	1	1	1	1	1					1	8
Govalle	1	1	1	1	1	1				1		1	8
Maplewood	1	1	1	1	1	1				1			7
Mathews	1	1	1	1	1	1			1	1			8
Metz	1	1	1	1	1	1		1	1				8
Norman	1	1	1	1	1	1				1			7
Oak Springs	1	1	1	1				1					5
Ortega	1	1	1	1	1	1	1						7
Ridgetop	1	1	1	2		1					1		7
Rosedale	1	2	1	1									5
Rosewood					1	1							2
Sanchez	1	1	1	1	1	1	1						7
Sims	1	1	1	1	1	1			1				7
Zavala	1	1	1	1	1	2							7
*Brentwood							2	1	1	1	1	1	7
*Menchaca							2	1	1	1	1	1	7
*Pecan Springs							1	1	1	1	1	1	6
*Wooten							1	1	1	1	1	1	6
Total	18	20	19	20	18	19	10	8	8	8	8	8	162

* Non-Title I Schools.

Figure C-2: SCE PAR OBSERVATIONS

Sixth Grade School	Number of SCE Students Observed	Number of Non-SCE Students Observed
Allan	2	1
Baker	5	2
Blanton	6	2
Joslin	9	3
Martin	2	1
Read	7	3
Travis Heights	8	3
Webb	8	3
Total	47	18

The following steps were taken with each observation:

1. Two memos and a brochure announcing upcoming observations were sent out to all schools approximately one month in advance of the onset of observations. Attachments C-2, C-3, and C-4 are copies of the memos and the brochure.

2. All teachers and school staff were informed one to two weeks in advance that observations would be taking place in their school during a specified week, but they were not informed of the exact day, time, or teachers that would be involved in those observations. The memo sent out to school staff is Attachment C-5.

3. Observers reported to the schools 10-15 minutes early in order to check in at the school office and then acquaint themselves with the classroom teacher in whose classroom the observation was to begin. At that time the teacher was asked to identify the student previously selected for observation along with three alternates of the same status that had also been randomly selected prior to the observation. (If the first "choice" happended to be absent the observer went to the alternates.) The teacher was also asked to verify the Title I status (Title I or non-Title I) of the selected students. Teachers were never told exactly which of the four students were to be observed, but in some instances it was obvious to the observer that the teacher(s) had guessed which student was under observation.

   If a field trip had been planned for the day and was to be more than half of the school day in duration, the observation was cancelled and rescheduled by the observers at another time.

4. After identifying the student for observation, the observer proceeded to observe the selected student throughout the school day. At the end of each minute of the observation period, the observer was required to make a tally in the appropriate column that would reflect the area of instructional activity in which the student observed had been predominantly involved during that minute. If no instructional activity had taken place during that minute, the observer recorded a tally under "No Instruction" or "Other," depending on the nature of the student's activity. If the student had been offtask within an assigned instructional activity the "Offtask" column for the appropriate instructional area was marked. Other tallies were made at the end of each minute to indicate any adults that the student may have had instructional contact with and the place of instruction (classroom, reading lab, library, etc.). If no adult contact had been received, the "No One" category was checked. The size of the group in which the student had functioned was also recorded at the end of each minute.

Although students were not actually observed during music, P.E., art, field trips, assemblies, track meets, etc., the amount of time spent by the student in those activities was recorded.

All materials used by the student during instructional time were also listed by the observer and then coded onto the PAR Materials Record.

5. At the end of the observation a reaction form was delivered to all teachers in whose classroom the observer had been present during the day. These reaction forms were delivered to teachers either personally or through their school mailboxes. Teachers completed the reaction forms at their convenience and returned them by school mail. The results of these reaction forms are reported in Appendix D of this report.

6. Xeroxed copies of each completed observation form were sent to all teachers in whose classroom the observers had spent time. These copies were mailed directly to teachers through the school mail at the end of a set of observations at a school. Attachment C-6 is a copy of the memo that accompanied the xeroxed copies to teachers.

Results

Results will be discussed in relation to the relevant evaluation question. Any discrepancies between these results and the actitities outlined in the Consolidated Application for State and Federal Assistance (CASFA) will be discussed in the Title I and SCE final reports.

Evaluation Question: How much direct instructional time is furnished to identified Title I students by the current staffing patterns and roles?

Figure C-3 shows that:

Title I students spent an average of two hours and one minute each day in reading/language arts instruction out of a total of three hours and 11 minutes daily in basic skills instruction of some kind (reading, language arts, math, social studies, and science).

Non-Title I students in Title I schools spent an average of two hours and two minutes each day in reading/language arts instruction out of a total of three hours and four minutes daily in basic skills instruction of some kind.

Non-Title I students in non-Title I schools spent an average of two hours each day in reading/language arts instruction out of a total of three hours and 20 minutes in basic skills instruction.

Title I students received on the average the same amount of time in reading/language arts instruction as did non-Title I students (approximately two hours daily).

Students in non-Title I schools received a little more time in overall instruction in the basic skills areas than did students in Title I schools.

Evaluation Question: What approaches to reading are now being used? (Title I)

Review of the materials being used in Title I schools revealed a wide array of approaches to reading being used in those schools.

Evaluation Question: Which of the activities proposed in the Consolidated Application for State and Federal Assistance, Title I Instructional Component, were conducted during the year?

Study of Figure C-4 shows that Title I students functioned in very slightly larger groups than did non-Title I students in Title I schools. Title I students worked on the average in group sizes of 6.96, while non-Title I students in Title I schools functioned in average size groups of 6.55. Students in non-Title I schools worked in a considerably larger average group size of 8.36.

Figure C-5 shows that Title I students received an average of...

Two minutes of instruction per day from learning coordinators.

Two minutes of instruction per day from Title I reading teachers.

Three minutes of instruction per day from Title I aides.

One hour and five minutes of instruction per day from classroom teachers (as opposed to 59 minutes for non-Title I students in Title I schools, and one hour and 21 minutes for students in non-Title I schools).

Figure C-5 also reveals that Title I students spent less time working without adult instruction than did non-Title students.

Study of Figure C-6 shows that:

Title I students spent considerably less time using audiovisual materials and instructional games during reading/language arts than did non-Title I students in Title I schools.

Title I students spent more time working in workbooks during reading/language arts than did non-Title I students.

Title I and non-Title I students spent approximately the same amount of time each day using reading/language arts textbooks (approximately 30 minutes).

Title I students used dittos far less than did non-Title students in Title I schools and a little less than did students in non-Title I schools.

Evaluation Question: Are SCE materials being utilized in the classroom?

Figure C-6 shows that SCE students used workbooks/kits and audiovisual materials more often than did non-SCE students, and they used textbooks and other books less often during reading, language arts, and math than did non-SCE students. (Most SCE schools ordered considerable quantities of workbooks, kits, and audiovisual materials, primarily for use in reading and math).

Evaluation Question: Were SCE activities conducted as specified generally?

Results of the observations showed that:

SCE students and non-SCE students spent almost exactly the same amount of time in each of the instructional areas. SCE students as a group did not receive supplemental instruction as extra instructional time for reading or for math. (See Figure C-3.)

SCE students functioned in slightly smaller groups than did non-SCE students. (See Figure C-4).

SCE students used workbooks and audiovisual equipment more often than did non-SCE students. They used textbooks and other books less often during reading, language arts, and math than did non-SCE students. Differences between the two groups were very small for all other materials. (See Figure C-6.)

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-3: SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED (Page 1 of 2)

STUDENTS	N	BASIC SKILLS/MAJOR CONTENT AREAS																		OTHER ACTIVITIES
		READING			LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED+			
		ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	
TITLE I STUDENTS IN ...																				
K	18	:08	:00	:08	:44	:03	:47	:09	:00	:09	:06	:01	:07	:04	:00	:04	:45	:04	:49	4:26
1	20	:46	:05	:51	1:08	:05	1:13	:21	:02	:23	:04	:00	:04	:06	:01	:07	:22	:02	:24	3:27
2	19	:56	:06	1:02	:55	:11	1:06	:29	:03	:32	:01	:00	:01	:09	:01	:10	:17	:01	:18	3:23
3	20	:31	:01	:32	1:20	:10	1:30	:33	:04	:37	:07	:01	:08	:13	:01	:14	:16	:00	:16	3:12
4	18	:48	:05	:53	1:08	:08	1:16	:26	:03	:29	:11	:01	:12	:09	:00	:09	:21	:01	:22	3:10
5	19	:33	:06	:39	:57	:08	1:05	:38	:07	:45	:18	:00	:18	:13	:01	:14	:08	:00	:08	3:22
TITLE I STUDENTS IN ... 1-5	96	:43	:04	:47	1:06	:08	1:14	:30	:04	:34	:08	:00	:08	:10	:01	:11	:17	:01	:18	3:19
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:58	:04	1:02	:56	:04	1:00	:34	:02	:36	:06	:00	:06	:09	:00	:09	:11	:01	:12	3:26
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:43	:02	:45	1:10	:05	1:15	:38	:03	:41	:10	:01	:11	:10	:01	:11	:17	:01	:18	3:09
SCE STUDENTS IN ... 6	47	:43	:06	:49	:38	:07	:45	:38	:07	:45	:20	:05	:25	:14	:02	:16	:07	:01	:08	3:23
NON-SCE STUDENTS IN ... 6	18	:43	:08	:51	:37	:07	:44	:42	:04	:46	:17	:05	:22	:12	:03	:15	:12	:02	:14	3:24

+ EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-3 Continued: SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED (Page 2 of 2)

STUDENTS	N	OTHER ACTIVITIES								BASIC SKILLS
		ART	MUSIC	P. E.	RECESS	LUNCH	BETWEEN CLASS	OTHER +	NO INSTRUCTION++	
TITLE I STUDENTS IN ...										
K	18	:12	:06	:10	:23	:32	:12	1:21	1:31	2:04
1	20	:10	:08	:06	:14	:30	:13	:32	1:34	3:03
2	19	:08	:10	:09	:11	:29	:17	:21	1:39	3:07
3	20	:10	:17	:09	:06	:29	:15	:23	1:23	3:18
4	18	:07	:16	:18	:02	:30	:15	:26	1:16	3:20
5	19	:11	:13	:15	:12	:30	:15	:22	1:23	3:08
TITLE I STUDENTS IN ... 1-5	96	:09	:13	:11	:09	:29	:15	:25	1:27	3:11
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:08	:14	:12	:12	:31	:14	:34	1:22	3:04
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:13	:13	:16	:07	:31	:16	:02	1:31	3:20
SCE STUDENTS IN ... 6	47	:14	:22	:28	:02	:26	:12	:06	1:32	3:10
NON-SCE STUDENTS IN ... 6	18	:12	:35	:18	:02	:28	:15	:07	1:27	3:11

+ EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, KINDERGARTEN NAPS, SCHOOL FAIR

++ EXAMPLES OF NO INSTRUCTION ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENTS, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-4: INSTRUCTIONAL HOURS SPENT IN GROUPS WITH A SIZE OF ... (Page 1 of 2)

GROUP SIZE	TITLE I STUDENTS IN ... K	1	2	3	4	5	TITLE I STUDENTS AVERAGES 1-5	NON-TITLE I STUDENTS IN TITLE I SCHOOLS 1-5	NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS 1-5	SCE STUDENTS IN ... 6	NON-SCE STUDENTS IN ... 6
N	18	20	19	20	18	19	96	20	20	47	18
1	:50	1:27	1:40	1:51	1:45	1:54	1:42	1:50	1:49	1:54	1:45
2	:08	:10	:09	:15	:08	:09	:10	:14	:08	:08	:08
3	:04	:04	:05	:03	:06	:05	:05	:03	:02	:02	:03
4	:04	:04	:10	:03	:03	:03	:04	:10	:01	:02	:01
2-4	:16	:18	:24	:21	:17	:17	:19	:27	:11	:12	:12
5	:04	:09	:03	:03	:04	:03	:05	:02	:00	:01	:02
6	:04	:05	:03	:04	:02	:05	:04	:04	:00	:01	:01
7	:06	:04	:01	:04	:02	:01	:02	:03	:04	:01	:02
5-7	:14	:18	:07	:11	:08	:09	:11	:09	:04	:03	:05
8	:02	:02	:01	:03	:05	:02	:03	:02	:00	:02	:04
9	:00	:01	:01	:02	:05	:02	:02	:03	:02	:01	:01
10	:28	:06	:02	:03	:07	:01	:04	:04	:05	:02	:03
8-10	:04	:09	:04	:08	:17	:05	:09	:09	:07	:05	:08
11	:05	:02	:01	:02	:00	:03	:01	:05	:02	:01	:01
12	:01	:01	:01	:04	:02	:05	:02	:01	:02	:00	:00
13	:02	:00	:03	:03	:01	:02	:02	:01	:02	:01	:01
11-13	:08	:03	:05	:09	:03	:10	:05	:07	:06	:02	:02
14	:00	:01	:07	:02	:00	:01	:02	:00	:02	:02	:06
15	:13	:06	:02	:04	:01	:05	:03	:05	:01	:02	:02
16	:02	:03	:02	:03	:03	:04	:03	:01	:02	:00	:00

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-4 Continued: INSTRUCTIONAL HOURS SPENT IN GROUPS WITH A SIZE OF ... (Page 2 of 2)

GROUP SIZE	TITLE I STUDENTS IN ... K	1	2	3	4	5	TITLE I STUDENTS AVERAGES 1-5	NON-TITLE I STUDENTS IN TITLE I SCHOOLS 1-5	NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS 1-5	SCE STUDENTS IN ... 6	NON-SCE STUDENTS IN ... 6
17	:02	:02	:03	:04	:06	:02	:03	:04	:02	:01	:01
18	:09	:01	:13	:03	:03	:08	:05	:11	:02	:02	:03
19	:21	:03	:10	:08	:10	:08	:08	:06	:01	:01	:01
20	:08	:05	:05	:08	:11	:09	:07	:04	:07	:03	:01
21	:45	:10	:03	:04	:02	:04	:05	:04	:07	:03	:02
22	:10	:09	:08	:05	:01	:00	:05	:01	:07	:07	:02
23	:00	:07	:06	:04	:04	:01	:04	:07	:04	:07	:05
24	:02	:05	:05	:01	:05	:00	:03	:00	:01	:05	:03
25	:01	:03	:00	:01	:00	:04	:01	:05	:04	:06	:09
26	:00	:01	:01	:00	:03	:01	:01	:00	:02	:03	:07
27	:00	:01	:00	:00	:00	:00	:00	:00	:08	:04	:13
28	:00	:05	:00	:00	:00	:00	:01	:00	:03	:04	:05
29	:01	:00	:00	:00	:00	:00	:00	:00	:02	:03	:03
30	:00	:00	:00	:00	:00	:00	:00	:00	:01	:03	:01
31	:01	:00	:00	:00	:00	:00	:00	:00	:01	:02	:00
32	:00	:00	:00	:02	:00	:00	:00	:00	:00	:01	:02
33	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:00
34	:00	:00	:00	:00	:00	:00	:00	:01	:00	:00	:00
35	:03	:00	:00	:00	:00	:00	:00	:00	:01	:00	:02
14-35	:57	1:02	1:05	:49	:49	:47	:51	:49	:58	1:00	1:08
AVERAGE SIZE OF GROUP	10.35	8.50	7.66	6.60	6.89	6.29	6.96	6.55	8.36	8.53	9.52

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Figure C-5: INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH ...

STUDENTS	N	TEACHER	LEARNING COORDINATOR	T1 / SCE AIDE	COUNSELOR	T1 / SCE READING TEACHER	OTHER +	NO ONE
TITLE I STUDENTS IN ...								
K	18	:56	:00	:04	:01	:00	:13	1:13
1	20	1:07	:00	:07	:00	:03	:28	1:38
2	19	:59	:05	:03	:01	:02	:30	1:47
3	20	1:02	:01	:03	:03	:02	:25	1:51
4	18	1:08	:01	:03	:05	:03	:16	1:48
5	19	1:08	:01	:01	:02	:01	:12	1:55
TITLE I STUDENTS IN ... 1-5	96	1:05	:02	:03	:02	:02	:22	1:48
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:59	:00	:00	:00	:02	:15	1:56
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	1:21	:00	:00	:00	:00	:06	2:00
SCE STUDENTS IN ... 6	47	1:13	:00	:00	:00	:02	:07	1:49
NON-SCE STUDENTS IN ... 6	18	1:22	:00	:01	:01	:00	:06	1:43

+ OTHER INCLUDES: PARENT VOLUNTEERS, STUDENT TEACHERS, GUEST LECTURERS

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Figure C-6: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 1 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS+ ARE USED BY STUDENTS DURING READING									
				TEACHER PREPARED		COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:00	:00	:00	:00	:06	:01	:00	:07	:00
1	20	:00	:01	:02	:04	:12	:28	:08	:24	:48	:00
2	19	:00	:02	:07	:01	:11	:14	:14	:00	:22	:03
3	20	:00	:31	:03	:01	:08	:06	:23	:00	:38	:02
4	18	:00	:04	:00	:01	:14	:14	:14	:01	:03	:01
5	19	:00	:02	:05	:02	:14	:21	:03	:03	:00	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:02	:03	:02	:12	:10	:08	:01	:03	:01
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:05	:51	:01	:18	:15	:08	:00	:30	:00
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:01	:04	:03	:16	:16	:06	:00	:02	:00
SCE STUDENTS IN ... 6	47	:00	:00	:04	:00	:11	:14	:13	:00	:03	:02
NON-SCE STUDENTS IN ... 6	18	:00	:01	:04	:00	:13	:16	:10	:00	:02	:00

+STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 2 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING LANGUAGE ARTS									
		STUDENT MADE*	TEACHER MADE	TEACHER PREPARED		COMMERCIAL					OTHER
				DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	
TITLE I STUDENTS IN ...											
K	18	:02	:01	:06	:01	:00	:03	:07	:04	:11	:04
1	20	:05	:10	:07	:03	:09	:05	:09	:03	:04	:07
2	19	:01	:02	:06	:03	:09	:01	:19	:00	:05	:01
3	20	:00	:07	:04	:05	:18	:06	:12	:01	:05	:04
4	18	:00	:04	:06	:03	:23	:07	:10	:00	:04	:00
5	19	:01	:00	:05	:02	:26	:03	:09	:00	:03	:01
TITLE I STUDENTS IN ... 1-5	96	:01	:05	:06	:03	:17	:04	:12	:01	:04	:03
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:01	:26	:04	:05	:12	:02	:08	:25	:05	:25
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:01	:03	:10	:00	:17	:06	:07	:00	:08	:01
SCE STUDENTS IN ... 6	47	:00	:01	:05	:00	:17	:03	:07	:00	:00	:01
NON-SCE STUDENTS IN ... 6	18	:00	:00	:00	:00	:20	:04	:03	:00	:00	:00

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 3 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING MATHEMATICS									
				TEACHER PREPARED		COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:02	:02	:00	:00	:00	:02	:00	:00	:02
1	20	:00	:01	:02	:01	:03	:00	:08	:02	:00	:03
2	19	:00	:02	:03	:00	:03	:02	:14	:02	:00	:07
3	20	:01	:02	:04	:00	:14	:00	:02	:04	:03	:02
4	18	:00	:02	:00	:01	:11	:02	:07	:00	:00	:01
5	19	:01	:00	:06	:03	:13	:00	:05	:00	:01	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:02	:03	:01	:09	:01	:07	:02	:01	:02
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:03	:06	:02	:12	:00	:04	:01	:01	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:00	:06	:00	:14	:00	:08	:01	:02	:00
SCE STUDENTS IN ... 6	47	:00	:01	:09	:00	:21	:00	:07	:01	:01	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:11	:00	:23	:00	:02	:01	:00	:02

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)

TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)

TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEETS, ETC.)

COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)

OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 4 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS+ ARE USED BY STUDENTS DURING SOCIAL STUDIES									
		STUDENT MADE	TEACHER MADE	TEACHER PREPARED		COMMERCIAL					OTHER
				DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	
TITLE I STUDENTS IN ...											
K	18	:00	:01	:01	:00	:00	:00	:00	:00	:03	:01
1	20	:01	:01	:00	:01	:00	:00	:00	:00	:02	:01
2	19	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
3	20	:00	:00	:00	:00	:00	:00	:00	:00	:03	:01
4	18	:00	:00	:00	:00	:00	:01	:00	:00	:05	:00
5	19	:00	:00	:02	:00	:03	:05	:00	:00	:07	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:00	:00	:00	:01	:01	:00	:00	:03	:01
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:00	:01	:02	:00	:00	:00	:00	:03	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:00	:00	:00	:00	:01	:00	:00	:04	:00
SCE STUDENTS IN ... 6	47	:01	:00	:04	:00	:06	:04	:02	:00	:04	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:06	:00	:03	:03	:04	:00	:02	:01

+STUDENT MADE	:	MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE	:	MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED	:	MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL	:	MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER	:	MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 5 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING SCIENCE									
				TEACHER PREPARED		COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
1	20	:01	:01	:01	:00	:00	:00	:00	:00	:01	:02
2	19	:00	:00	:00	:01	:00	:00	:00	:00	:04	:00
3	20	:00	:00	:00	:00	:01	:00	:01	:00	:02	:06
4	18	:01	:00	:02	:00	:01	:00	:00	:00	:01	:02
5	19	:01	:00	:01	:01	:03	:00	:00	:00	:03	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:00	:01	:00	:01	:00	:00	:00	:02	:02
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:02	:00	:03	:00	:00	:00	:00	:04	:04	:02
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:01	:02	:01	:01	:03	:01	:00	:00	:01	:01
SCE STUDENTS IN ... 6	47	:00	:00	:01	:00	:04	:00	:00	:00	:04	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:01	:00	:02	:00	:00	:00	:04	:02

STUDENT MADE	:	MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE	:	MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED:		MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL	:	MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER	:	MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 6 of 9)

		AMOUNT OF TIME MATERIALS* ARE USED BY STUDENTS DURING UNDETERMINED									
				TEACHER PREPARED		COMMERCIAL					
STUDENTS	N	STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:02	:01	:01	:00	:01	:01	:13	:09	:11
1	20	:00	:01	:02	:00	:00	:02	:00	:03	:07	:04
2	19	:00	:01	:02	:00	:00	:02	:00	:03	:04	:02
3	20	:00	:01	:01	:00	:00	:01	:00	:04	:02	:04
4	18	:00	:00	:00	:00	:00	:01	:00	:01	:06	:02
5	19	:01	:00	:00	:00	:00	:00	:00	:00	:00	:02
TITLE I STUDENTS IN ... 1-5	96	:00	:01	:01	:00	:00	:01	:00	:02	:04	:03
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:01	:00	:00	:00	:00	:01	:00	:04	:01	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:01	:00	:00	:01	:01	:00	:02	:02	:06
SCE STUDENTS IN ... 6	47	:00	:00	:01	:00	:00	:01	:00	:00	:01	:04
NON-SCE STUDENTS IN ... 6	18	:00	:00	:00	:00	:01	:01	:00	:00	:00	:04

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 7 of 9)

		AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING ART									
				TEACHER PREPARED		COMMERCIAL					
STUDENTS	N	STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:00	:00	:00	:00	:00	:00	:00	:00	:10
1	20	:00	:00	:00	:00	:00	:00	:00	:00	:00	:05
2	19	:00	:00	:00	:00	:00	:00	:00	:00	:00	:03
3	20	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01
4	18	:00	:00	:00	:00	:00	:00	:00	:00	:02	:01
5	19	:00	:00	:00	:00	:00	:00	:00	:00	:01	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:00	:00	:00	:00	:00	:00	:00	:01	:02
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:00	:00	:00	:00	:00	:00	:00	.00	:04
SCE STUDENTS IN ... 6	47	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
NON-SCE STUDENTS IN ... 6	18	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00

•STUDENT MADE : MATEPIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATEPIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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Figure C-6 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 8 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING MUSIC									
				TEACHER PREPARED		COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	100	100	100	100	100	100	100	100	100	100
1	20	100	100	100	100	100	100	100	100	100	100
2	19	100	100	100	100	100	100	100	100	100	100
3	20	100	100	100	100	100	100	100	100	100	100
4	18	100	100	100	100	100	100	100	100	100	100
5	19	100	100	100	100	100	100	100	100	100	100
TITLE I STUDENTS IN ... 1-5	96	100	100	100	100	100	100	100	100	100	100
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	100	100	100	100	100	100	100	100	100	100
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	100	100	100	100	100	100	100	100	101	100
SCE STUDENTS IN ... 6	47	100	100	100	100	100	100	100	100	100	100
NON-SCE STUDENTS IN ... 6	18	100	100	100	100	100	100	100	100	100	100

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEETS, ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

Figure C-7 Continued: MATERIALS USE IN TITLE I AND SCE SCHOOLS (Page 9 of 9)

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING ALL AREAS									
				TEACHER PREPARED		COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:02	:06	:10	:03	:00	:10	:12	:17	:24	:29
1	20	:07	:16	:13	:09	:25	:15	:24	:10	:17	:21
2	19	:01	:07	:17	:05	:23	:19	:47	:05	:17	:16
3	20	:01	:12	:12	:07	:41	:14	:17	[illegible]	:17	:21
4	18	:01	:11	:08	:05	:50	:24	:31	:01	:21	:07
5	19	:04	:03	:19	:08	:59	:18	:17	:03	:16	:03
TITLE I STUDENTS IN ... 1-5	96	:03	:10	:14	:07	:39	:18	:27	:06	:18	:14
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:04	:35	:19	:09	:42	:19	:21	:34	:17	:30
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:02	:07	:22	:04	:50	:24	:21	:03	:19	:13
SCE STUDENTS IN ... 6	47	:01	:02	:24	:00	1:00	:22	:28	:01	:13	:14
NON-SCE STUDENTS IN ... 6	18	:00	:01	:22	:00	1:03	:25	:19	:01	:07	:09

*STUDENT MADE : MATERIALS ARE CONS[illegible]CTED BY THE ST[illegible] (E.G. MAPS, MODELS, SPECIAL [illegible]BOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEETS, ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL[illegible]S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

OBSERVATION NO.: ____

A B T
1 2 3 4 5 6

7 8 9 10

11 12 13 14 15 16 17

SCHOOL: ____

DATE: ____

OBSERVER: ____

PUPIL ACTIVITIES RECORD

page ____

CC	(ACT.)		(GROUP)		(PERSON)	
18,19						
20,21						
22,23						
24,25						
26,27						
28,29						
30,31						
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60,61						
62,63						
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66,67						
68,69						
70,71						
72,73						
74,75						
76,77						
78,79						

TIME	AREA OF INSTRUCTION OR ACTIVITY																					SIZE OF GROUP	TIME	PERSON DELIVERING INSTRUCTION							PLACE				MATERIALS
	Activities During No Instruction	No Instruction	Reading		L. Arts		Math		S.S.		Sci.		Undet.		Art	Music	P.E.	Recess	Lunch	Between Class	Other*			C. Teacher	Learning C.	T_1, SCE Aide	Counselor	T_1, SCE R.T.	Other*	No one	Classroom	Reading Lab	School library	Other*	
			On task	Off task	On task	Off task	On task	Off task	On task	Off task	On task	Off task	On task	Off task																					
:31																							:31												
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:00																							:00												

*Other

*Other

*Other

ATTACHMENT C-1
(page 1 of 2)

ATTACHMENT C-
(page 2 of 2)

A D 2
1 2 3 4 5 6

7 8 9 10

11 12 13 14 15 16 17
18 19

MATERIALS RECORD

	Start and End Times	Total Hours	Total Minutes	Instructional Area	Student Made	Teacher Made	Teacher Prepared		Commercial					Other	CC	Hours	Minutes	Instructional Area	St. Made	T. Made	T. Prep.	Com-mercial	Other
							Dittos	Other	Text	Other Books	Work-books	Games	Audio Visual										
S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

Begin card 2; CC 1-19 same as card 1

S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

Begin card 3; CC 1-19 same as card 1

S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

Begin card 4; CC 1-19 same as card 1

S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

Begin card 5; CC 1-19 same as card 1

S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

Begin card 6; CC 1-19 same as card 1

S															20-								
E															30								
S															31-								
E															41								
S															42-								
E															52								
S															53-								
E															63								
S															64-								
E															74								

*Other includes art materials as well as any other materials that do not fit in the categories allowed.

ATTACHMENT C-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 11, 1976

TO: Principals at Title VII, Title I, and State Compensatory Education Programs Schools

FROM: Joy Hester, SCE and Title I Evaluator
Raul Contreras, Title VII Evaluator

SUBJECT: Classroom Observations

Observations of classrooms to document the activities of the Title VII, Title I, and the State Compensatory Education Programs are scheduled to begin soon.

As a way of answering some frequently asked questions and of introducing the evaluation assistants who will be conducting the observations, we are providing you with a brief informational brochure for yourself, the teachers, and project personnel on your campus. Please distribute these at your earliest convenience.

Within a couple of weeks we will send you a copy of the observation form which will be used and a schedule of observations in your school.

vo

Approved: ______________________
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Coordinator of Research and Evaluation

Approved: ______________________
Director of Elementary Education

cc: Mauro Reyna
Lee Laws
Title I Staff
Title VII Staff
SCE Staff
Area Directors

ATTACHMENT C-3
(page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 19, 1976

TO: Principals and Teachers in Title VII, Title I, and SCE Project Schools

FROM: Raul Contreras, Title VII Evaluator
Joy Hester, Title I and SCE Evaluator JH

SUBJECT: Classroom Observation Procedures

In coordinating the evaluation efforts for all compensatory education projects, we have adopted the following observation procedures for Title VII, Title I, and the State Compensatory Education Program. These procedures have been adopted after careful consideration of the constraints required for collection of valid data and after consultation with project and school staffs on the acceptability of alternative procedures.

OBSERVATION FORMS

Title VII: The Classroom Activity Record (CAR) has been revised to focus more on individual students rather than the whole classroom and the teacher.

Title I and SCE: A new observation form has been developed which will record the activities of randomly selected students for an entire day (8:00-2:30).

A sample of the form(s) to be used in your school is (are) attached.

NOTIFICATION OF OBSERVATION DATES

Principals and teachers will receive a notice about two weeks prior to observations indicating the days on which observers will be on campus. Because of the nature of the observations and the difficulty of scheduling specific times, especially with Title I and SCE where the observer will follow the child all day, appointments with individual teachers will be impossible.

IN-CLASS PROCEDURES

The observers will remain as unobtrusive as possible. However, since student names will be needed, the teacher or aide will be asked to identify a small number of students (3 or 4). Materials are especially important, and the observers will need to move around enough to identify these by name.

ATTACHMENT C-3
(page 2 of 2)

TEACHER REACTIONS

After the observation, a reaction form will be left for the teacher to complete and return to ORE.

COPIES OF THE COMPLETED FORMS

Within a few days of the observation, a copy of the completed form will be sent to the teacher whose class was observed. For Title I and SCE, where the child followed may go to several teachers, the form will be sent to the child's "homeroom" teacher.

RESULTS OF THE OBSERVATIONS

The results of the observations will be summarized in the final evaluation reports for each project and a copy will be provided to each campus.

Past experience has shown that classroom observations do not upset the normal activities in progress. The observers for these projects have been trained to ensure that this remains true.

Thank you for your cooperation.

vo

Approved: Glynn Ligon
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Coordinator of Research and Evaluation

Approved:
Director of Elementary Education

cc: Lee Laws
Allie Langdon
Gloria Richards
Alicia Talamántez
Lois Hart
Mauro Reyna
Frances Vargas
Gloria Gámez
Eva Rivera
Mike Pool
Eva Barrón
Angelina García
Teresita Rodríguez
Teresita Barrera

1. Why are classroom observations necessary?

When the student achievement data for special project students are reported, the instructional program which produced those results needs to be very carefully described. Experience has shown that a program's proposal is not a fully accurate description of what actually happened. Specifying the actual activities allows the identification of those which contribute positively to student achievement.

Observations from ORE are definitely not for personnel evaluation. The data collected on individuals are not available to principals or to the personnel office

2. What training have the observers had?

All of the evaluation assistants who will be observing in project schools have B.S. degrees. These observers have received training in observation processes as well as a practicum in observing with the instruments to be used. All of the questions outlined in this paper will be discussed in detail with the evaluation assistants.

3. Will teachers have an opportunity to make comments about the observations?

After each observation, a reaction form will be left in the classroom for mailing to ORE any comments or reactions to the observation.

4. Who are the observers, and how will the teacher know who they are when they come to the room?

Mary Esther Marschall
Title VII
Evaluation Assistant

Raquel Ward
Title VII
Evaluation Assistant

Wanda Washington
Title I
Evaluation Assistant

Pat Ramirez
Title I
Evaluation Assistant

David Wilkinson
SCE
Evaluation Assistant

As standard procedure, ORE observers will identify themselves at the school office upon arrival and will wear name tags on campuses where this is requested.

5. Will the teacher know when an observer will be in the classroom?

ORE would prefer to observe at random times without prior notification of the teacher. However, this has been unsatisfactory to the schools in the past, so ORE's policy now is to give the school a schedule of the weeks in which the observations will take place.

6. What have been teachers' reactions to observations in the past?

Reaction forms returned to ORE last year showed that 89% of the teachers felt that the observations were conducted at a convenient time, 83% felt that the activities observed were representative of normal classroom activities, and 98% felt that the observer did not detract from the effectiveness of instructional activities.

7. Is there a difference between the observations conducted by ORE and those conducted by instructional supervisors?

Yes, the ORE observations are for the purpose outlined in #1. The supervisors will be observing for the purpose of identifying areas in which they may help the teachers and aides in implementing instructional activities.

ATTACHMENT C-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO: Principals
Classroom Teachers
Project Staff
Librarian

FROM: Joy Hester, SCE/Title I Evaluator

SUBJECT: Observations for Title I and State Compensatory Education

Observations for ______________________ will be conducted in your school during ______________________________ by observers from the Office of Research and Evaluation.

The focus of these observations will be on student activities, and students to be observed will be randomly selected from class lists in the Office of Research and Evaluation prior to the observations. The activities of these students will be recorded throughout the school day, and the observers will be in your classroom (or the library) for as long as those students are present.

Observations may or may not be conducted in your classroom depending on whether any of the randomly selected students happen to be in your room during the day.

The observers look forward to being in your school and will, of course, be as unobtrusive as possible while in your rooms.

vo

Approved: ______________________________
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Coordinator of Research and Evaluation

Approved: ______________________________
Director of Elementary Education

ATTACHMENT C-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

To: Teachers

From: Glynn Ligon, Senior Evaluator for Compensatory Programs

Subject: Observations

You will find attached to this memo a copy of the observation forms completed in your classroom recently by observers for ____________ Evaluation. A brief explanation of the form and how it is used follows.

The Pupil Activities Record was locally constructed for use in the Austin Independent School District by Title I and State Compensatory Education data collection personnel. It provides for the observation of individual students' classroom activities, for the period of one instructional day, across subject areas. A time sample system is employed which requires that the observer make four determinations at the end of each minute of observation. These determinations are in areas of 1) Area of Instruction or Activity, 2) Size of Group, 3) Person Delivering Instruction to Student, and 4) Place of Instruction. In addition, the observer is required to maintain an ongoing record of the instructional materials used by the student under observation and the activities occurring during periods of no insturction.

This copy of the completed form is being sent to you as the teacher of the classroom in which the observation began. Please share it with teachers you team with, since the observer probably observed in their classrooms as well at some time during the day.

Thank you so much for your cooperation during these observations.

Approved: Freda M Holley
Coordinator of Research and Evaluation

Approved: ______________________
Director of Elementary Education

attachment

Appendix D

CLASSROOM OBSERVATION REACTION FORM

Instrument Description: Observation Reaction Form

Brief description of the instrument:

Contains three Likert scale items dealing with 1) convenience of the observation, 2) representativeness of the observation, and 3) obtrusiveness/non-obtrusiveness of the observer.

To whom was the instrument administered?

To each classroom, resource room, and reading lab teacher in whose room an observation was conducted.

How many times was the instrument administered?

Once.

When was the instrument administered?

At the end of each observation.

Where was the instrument administered?

Not applicable.

Who administered the instrument?

The observer either left the form with each teacher personally or left it in the teacher's mailbox.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Returning the form was optional.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

CLASSROOM OBSERVATION REACTION FORM

Purpose

The purpose of the Classroom Observation Reaction Form was to elicit from teachers in whose classrooms observers were present information that would: 1) reflect teacher viewpoint concerning the observation, 2) help improve the observation process by identifying potential problems, and 3) provide some perspective on the data being collected on the Pupil Activities Record (PAR).

Procedure

At the conclusion of each observation, each teacher whose classroom had been observed was left a reaction form. Teachers were not required to complete the form. Instructions on the form directed teachers to return completed forms to the Office of Research and Evaluation by District mail.

Results

A total of 101 completed forms were returned. The results show that teachers as a whole found that the observation was conducted at a generally convenient time, the classroom activities observed were generally representative of normal classrom activities, and the observer, in general, did not detract from the instructional process.

Figure D-1 shows the mean responses to each of the three items. Each item was presented as a statement accompanied by a five point scale which the teacher was to mark. Scale points ranged from 1 ("Completely False") to 5 ("Completely True"). The mean response for each of the items was between 4.0 and 5.0, indicating that most teachers felt each of the statements was mostly or completely true.

Figure D-1: TEACHERS' MEAN RESPONSES TO THE ITEMS ON THE CLASSROOM OBSERVATION REACTION FORM.

Item	Mean Responses (N = 101)
1. The observation was conducted at a convenient time.	4.45
2. The classroom situations observed were representative of the normal activities of my class.	4.17
3. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.	4.57

Scale: 1 = Completely False
2 = Mostly False
3 = Partly False, Partly True
4 = Mostly True
5 = Completely True

Figure D-2 shows the number of teachers who responded at each scale point and the percentage that number represents of the total responses. From the figure, it can be seen that:

> Almost 90% of the teachers responding to Item 1 indicated that it was "Mostly True" or "Completely True" that the observation had been conducted at a convenient time.
>
> Slightly more than 80% of the teachers responding to Item 2 felt it was "Mostly True" or "Completely True" that the activities observed were representative of the normal activities of their classes.
>
> More than 90% of the teachers responding to Item 3 felt it was "Mostly True" or "Completely True" that the observer had not detracted from the classroom activities or the effectiveness of the instructional activities.

Each of the three items provided a space for teacher comments. A space was also included for other comments regarding the observation. These are summarized below.

Teacher comments by item: Comments offered by teachers were, for the most part, specific to individuals. A few common themes were sounded and these will be reported by item as follows:

> Comments regarding convenience of the observation: Five teachers voiced concern regarding the all-day duration of the observation. Two teachers stated they felt all day was too long. Another suggested the observation could be conducted a half day at a time. Teachers whose classes were observed during the weeks before and after Winter Vacation felt these times were not convenient. Two teachers cited changes in their schedules as complicating factors.
>
> Comments as to the representativeness of the activities observed: Eight teachers cited special circumstances which had altered the normal activities of their classes. These included changes in the schedule due to special events and testing. Three teachers indicated they felt that a more representative picture of their classes could be had by observation on more than one day. Three teachers stated that activities observed in proximity to holidays were not representative. Three teachers commented that the behavior of their students had been out of the ordinary.
>
> Comments concerr~~ing the obtrusiveness~~ of the observer: Three teachers stated that the presence of the observer had made some of their students curious or apprehensive. Another teacher remarked on several students' seeking the attention of the observer. Three teachers stated it made them somewhat uneasy having an observer present. Another felt that any observer affected the classroom atmosphere. On the other hand, three teachers remarked on the unobtrusiveness of the observer.

Figure D-2: NUMBER AND PERCENTAGE OF TEACHER RESPONSES AT EACH SCALE POINT TO THE ITEMS ON THE CLASSROOM OBSERVATION REACTION FORM.

	1		2		3		4		5	
N = 101	Completely False		Mostly False		Partly False Partly True		Mostly True		Completely True	
Item	# of responses	% of responses	# of responses	% of responses	# of responses	% of responses	# of responses	% of responses	# of responses	% of responses
1. The observation was conducted at a convenient time.	0	0.0%	1	1.0%	10	9.9%	33	32.7%	57	56.4%
2. The classroom situations observed were representative of the normal activities of my class.	0	0.0%	4	4.0%	16	15.8%	40	39.6%	41	40.6%
9. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.	0	0.0%	1	1.0%	8	7.9%	24	23.8%	68	67.3%

Other comments concerning the observation: General comments by teachers varied widely. Some more frequent concerns were with the observation procedure, the validity of the observation, and the desire for information regarding the outcome of the observation.

Attachment D-1 is a copy of the Classroom Observation Reaction Form.

ATTACHMENT D-1

Classroom Observation Reaction Form

Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

Other comments concerning the observation:

Observation I.D. ______________________________

Please fold, staple, and drop into the district mail. Thanks.

Appendix E

WORKSHOP EVALUATION SCALE

91

Instrument Description: Workshop Evaluation Scale

Brief description of the instrument:

Contains seven Likert scale items that provide information on seven dimensions. Two optional pages provide further information about consultants and the stronger and weaker features of the workshop.

To whom was the instrument administered?

To all participants in SCE workshops.

How many times was the instrument administered?

Once per workshop.

When was the instrument administered?

At the end of each workshop.

Where was the instrument administered?

At workshop sites.

Who administered the instrument?

The SCE Evaluation Assistant in all but one case when the Assistant Principal administered the scale.

What training did the administrators have?

The Evaluation Assistant consulted the Workshop Evaluation Scale Manual.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

It is possible that participant responses were affected by the administering of the form by the Assistant Principal in the one instance where that occurred.

Who developed the instrument?

Earl McCallon, Ph.D.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Yes. Norms are available in the Workshop Evaluation Scale Manual.

WORKSHOP EVALUATION SCALE

Purpose

Information provided by participants in SCE workshops was collected as relevant to the following evaluation questions:

1. What staff development activities were planned and delivered at the campus level in SCE schools during the 1976-77 school year?
2. How effective were these campus planned staff development activities deemed to be by those involved?

Procedure

The Workshop Evaluation Scale, a normed evaluation instrument, was administered to participants at all but one of the seven workshops held at SCE schools from August, 1976, through March, 1977. The Workshop Evaluation Scale was not used at the Learning Institute Conference in November since the Learning Institute administered a similar evaluation form, and the workshop was not strictly an SCE-sponsored activity.

The Workshop Evaluation Scale has three parts. The first part consists of seven evaluation criteria on which participants rate the workshop. The remaining two parts consist of open-ended items about the workshop in general and the effectiveness of the workshop consultants. Mean scores for each of the seven normed items were computed for each workshop and then converted to standard scores on the basis of tables provided in the Workshop Evaluation Scale manual.

The SCE Evaluation Assistant administered the instrument in all but one instance, when an assistant principal administered the scale. The instrument was adminstered in all instances at the end of the workshop.

Results

Figure E-1 presents an overview of the workshops conducted at sixth grade schools during spring and fall. While not an SCE workshop (funding was by the Department of Elementary Education), the Learning Institute is of interest because SCE sixth grade schools invested a large portion of their SCE funds for teacher stipends for those sixth grade teachers who attended.

Figure E-2 shows the raw score and corresponding standard score on each evaluation criterion for the six SCE workshops. Figure E-3 through E-8 graph the standard scores on each evaluation criterion for each of the workshops. Scores above 100 are considered above average, and scores below 100 are considered below average.

Consultation of the figures shows that:

1. Webb participants rated their workshop below average on all but two criteria, "Benefit" and "Overall Effectiveness."
2. Ratings for the workshop at Travis Heights varied, with four above average and three below.
3. Joslin workshop participants gave above-average ratings on all criteria.
4. Participants in the videotape sharing session in November at Baker rated the workshop well below average on all criteria.
5. In contrast, participants in the videotape production session held at the same time as the sharing session rated their workshop above average on all criteria except "Benefit."
6. The Baker-Blanton workshop drew the highest rating of any SCE workshop, well above average on all criteria.

Comments by participants in the Learning Institute indicated it was very well received. Teachers made frequent mention of the practical application to which the concepts they had learned could be put. Another frequent comment was that the workshops had been "thought-provoking." Many commenters indicated when referring to the overall value of the conference that it was the best they had ever attended. A significant number, however, felt that the conference had been overly long and it had been "too much too fast."

Figure E-1: OVERVIEW OF FALL AND SPRING (1976-77) SCE WORKSHOPS.

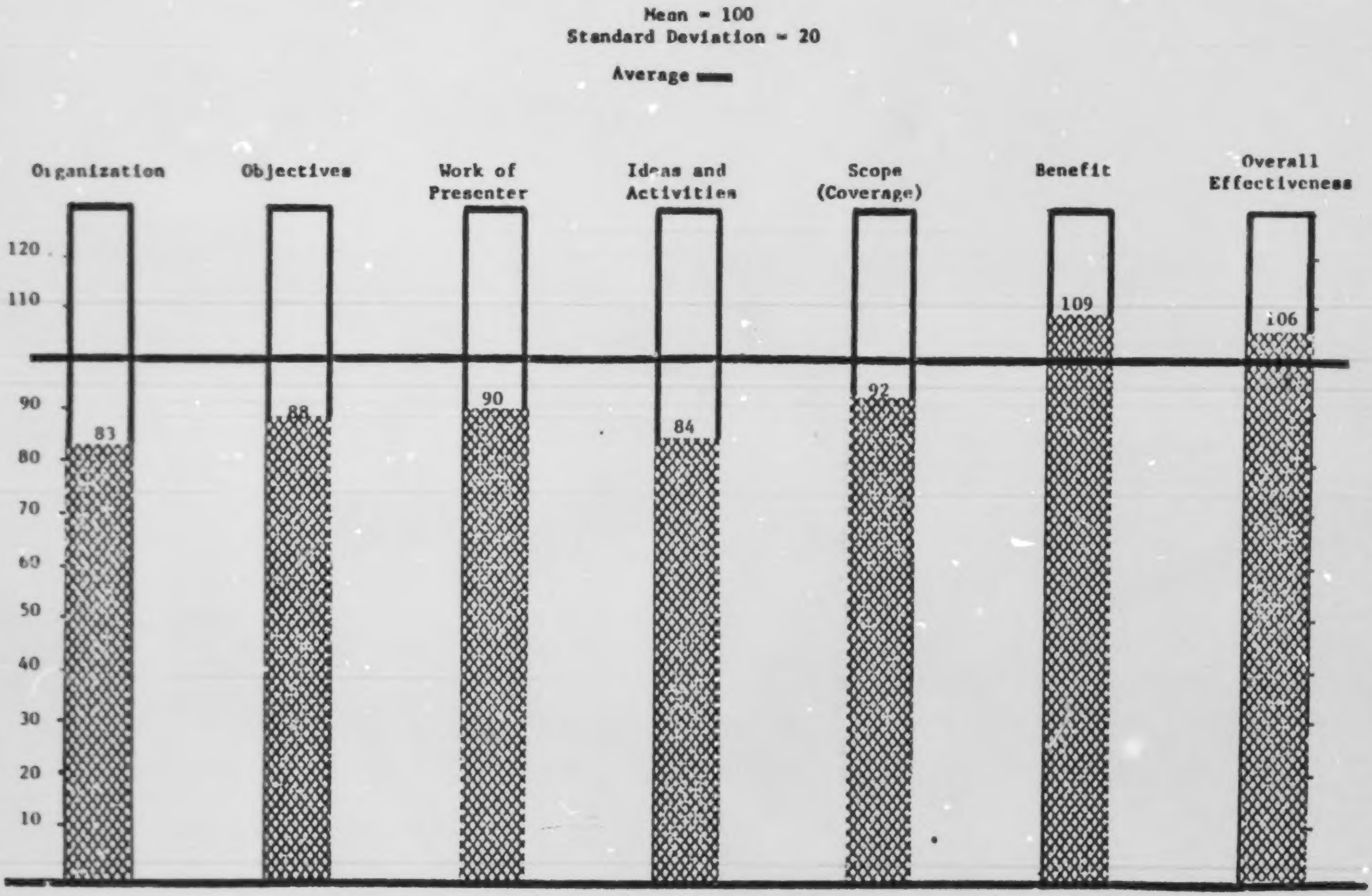
Location	Participating Schools	Date of Workshop	No. of Participants	Brief Description of Workshop Activities
Baker	All Sixth Grade Schools	November 19	37	Alternative staff development activities for those sixth grade teachers not attending the Learning Institute Conference at Webb were held at Baker. The majority of teachers attending were involved in a sharing session at which teachers, notably from Travis Heights and Blanton, presented examples of techniques for using videotape in the classroom. Several handouts were distributed.
Baker	All Sixth Grade Schools	November 19	10	A number of teachers were involved in a session with Don Zirkle of AISD Media Services at which he demonstrated how to use videotape equipment and answered questions about equipment and techniques. Each teacher acquired hands-on experience with the equipment.
Baker	Baker, Blanton	March 4	43	Dr. Mary Bigler of the University of Michigan was the single consultant to the Baker-Blanton workshop. She involved teachers in a wide variety of language arts activities. A handbook of these activities was given to teachers for easy reference.
Joslin	Joslin	November 18	38	The Joslin workshop focused on math instruction. The consultant to the workshop, Dr. Ruth Hoffman of Denver, Colorado, led teachers through a number of math activities utilizing teacher-made manipulatives.
Travis Heights	Travis Heights	September 25	25	Eight Travis Heights teachers and the librarian served as consultants to the workshop. Three groups of teachers presented and discussed new reading materials intended for SCE students. The librarian discussed the videotape program outlined for Travis Heights and demonstrated the equipment.
Webb	Webb	August 12-17	29	The Webb faculty, with the Director of Elementary Education and two consultants, worked together to select new materials, identify SCE students, and organize for the coming term. Jim Gilmore from Nystron Corporation demonstrated a composite map studies program. Counselor Sandy Barron spoke on a variety of topics including human relations activities, self image boosters, and games and techniques for the first days of school.
Webb	All Sixth Grade Schools	November 18-20	141	Teachers from all sixth grade schools, as well as administrators, superivsors, and others participated in an intensive weekend conference conducted by the Learning Institute. A team of professional consultants conducted a series of workshops on topics including: listening and questioning, science, fate control, wait time, and teaming. A course book for the conference was distributed to participants.

Figure E-2: RAW SCORE AND CORRESPONDING STANDARD SCORE ON EACH EVALUATION CRITERION FOR SCE FALL AND SPRING (1976-77) WORKSHOPS.

Workshop	Organization		Objectives		Work of Presenters		Ideas and Activities		Scope		Benefit		Overall Effectiveness	
	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
Baker (Videotape Sharing)	3.33	*	3.72	*	4.00	31	3.97	*	3.76	*	3.08	*	2.94	38
Baker (Videotape Production)	6.50	110	6.70	115	6.80	115	6.50	109	6.60	117	5.70	90	6.30	105
Baker-Blanton	6.88	123	6.83	120	6.95	119	6.93	125	6.88	126	6.88	126	6.93	118
Joslin	6.76	120	6.61	114	6.76	115	6.74	118	6.35	109	6.34	109	6.68	113
Travis Heights	6.04	96	6.48	109	6.20	97	6.08	96	5.14	103	6.40	111	6.24	104
Webb	5.65	83	5.82	88	5.92	90	5.72	84	5.79	92	6.34	109	6.35	106

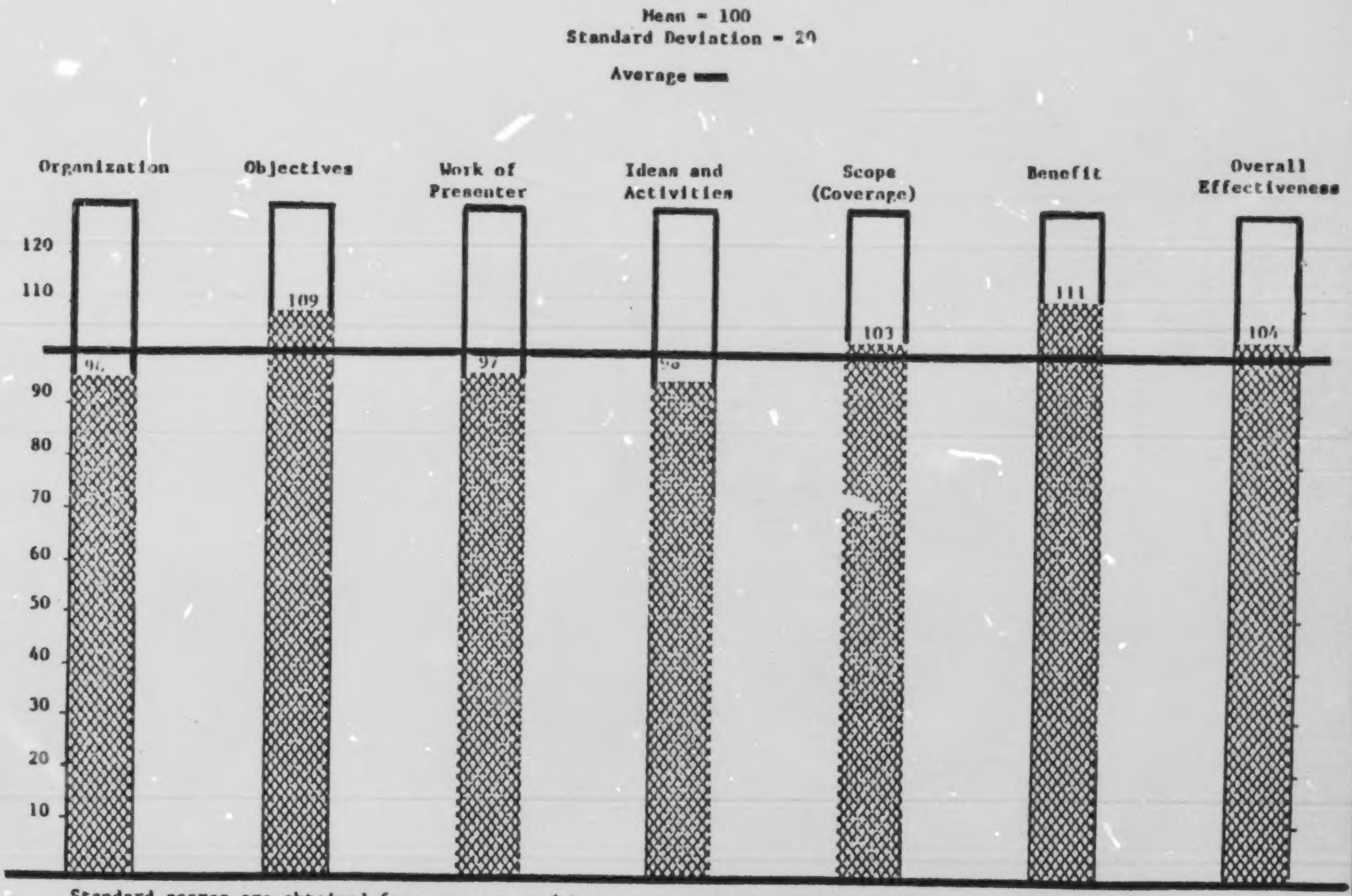
*Not contained in the conversion tables.

Figure E-3: STANDARD SCORE CHART FOR WEBB WORKSHOP, AUGUST, 1976.



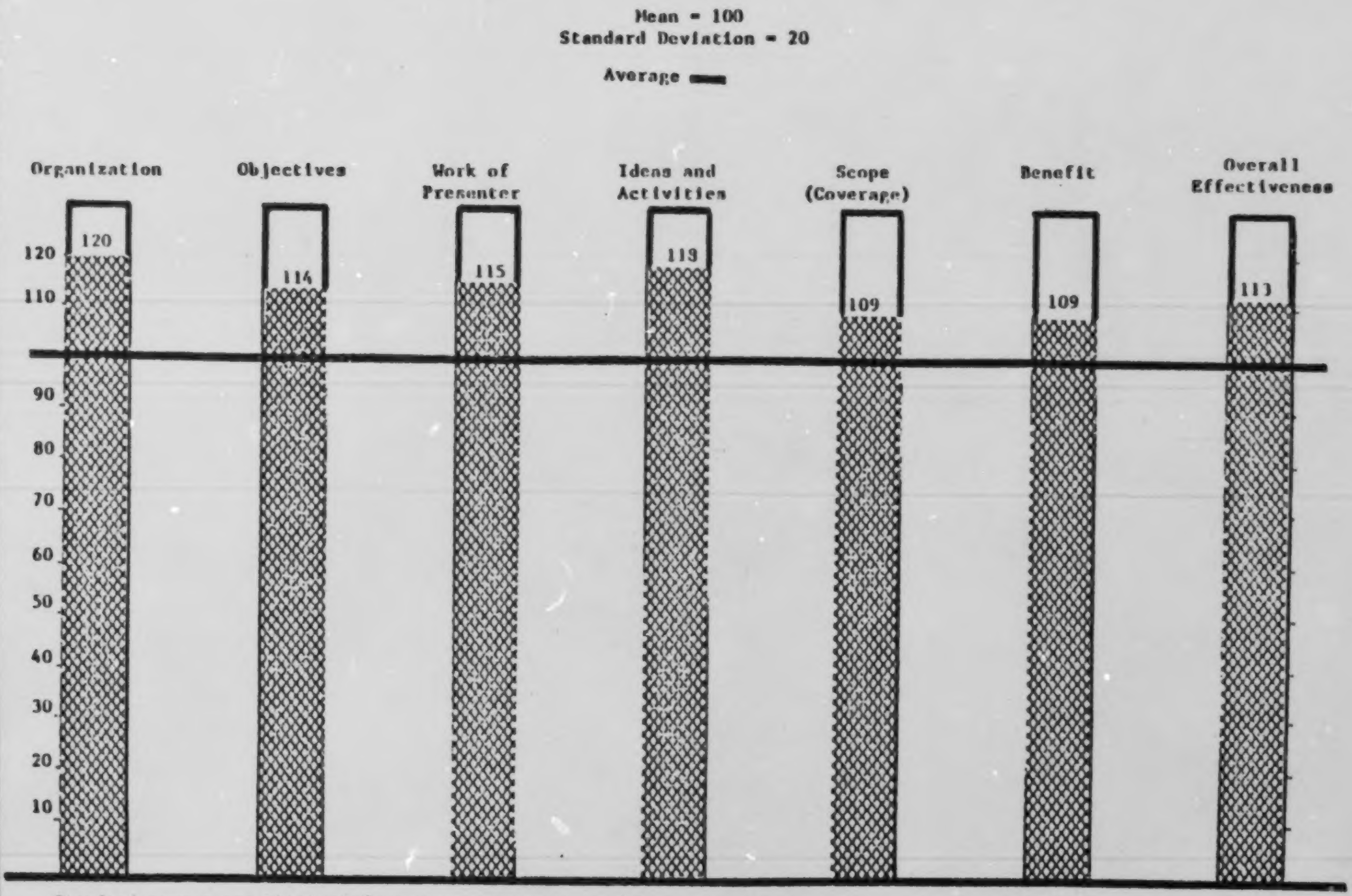
Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Figure E-4: STANDARD SCORE CHART FOR TRAVIS HEIGHTS WORKSHOP, SEPTEMBER, 1976.



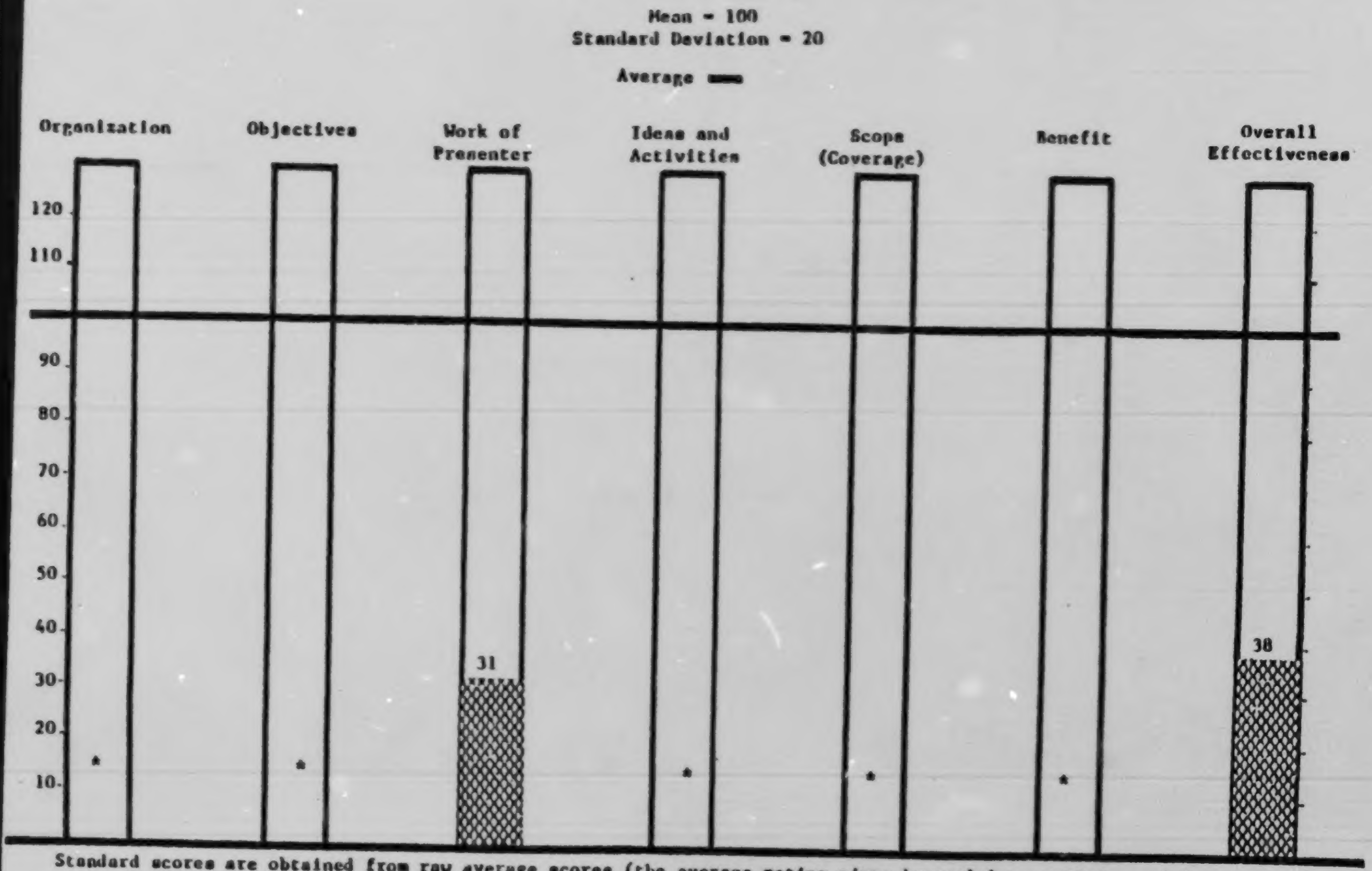
Standard scores are obtained from raw scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and a standard deviation of 20.

Figure E-5: STANDARD SCORE CHART FOR JOSLIN WORKSHOP, NOVEMBER, 1976.



Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

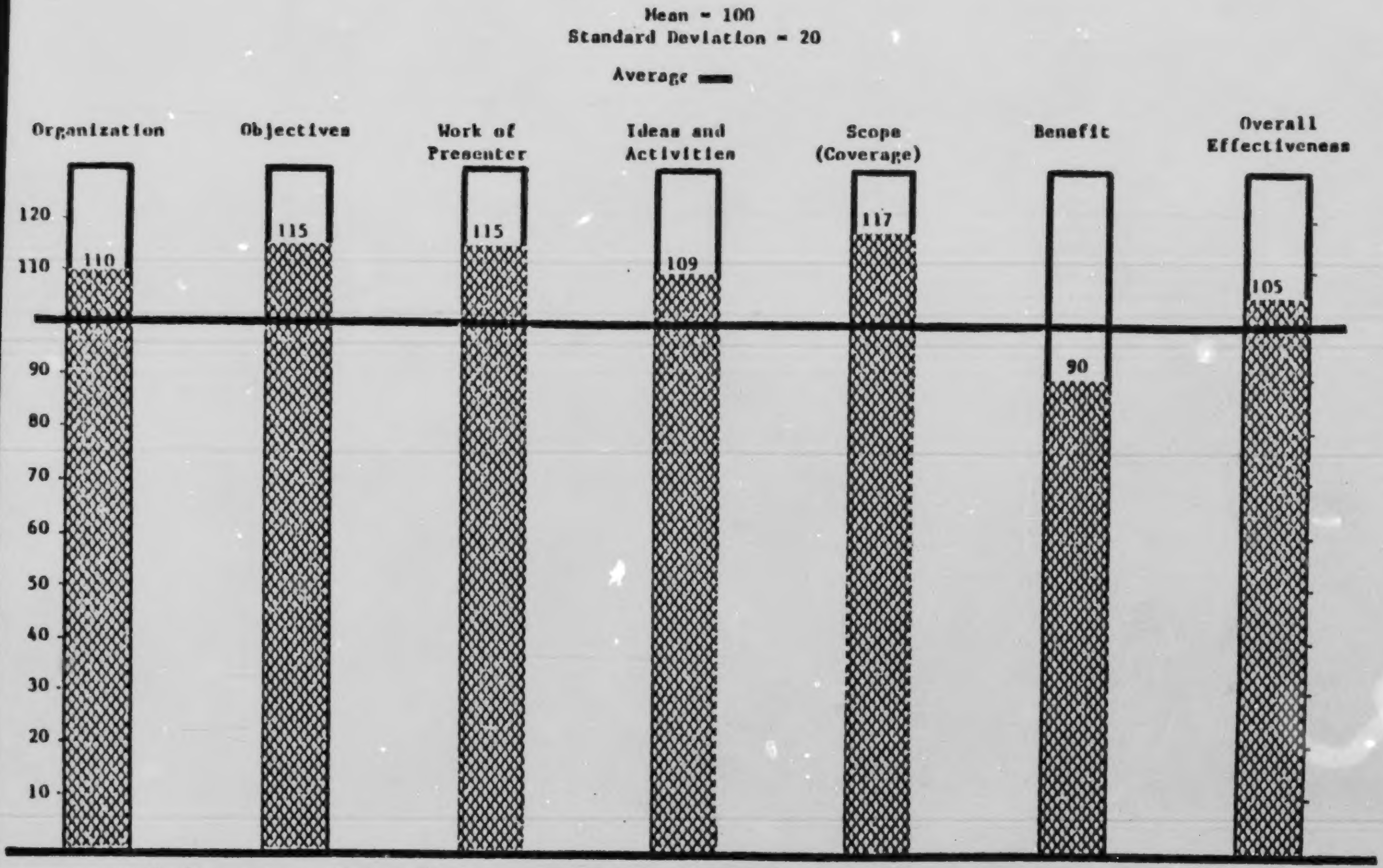
Figure E-6: STANDARD SCORE CHART FOR VIDEOTAPE SHARING SESSION, NOVEMBER, 1976.



Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

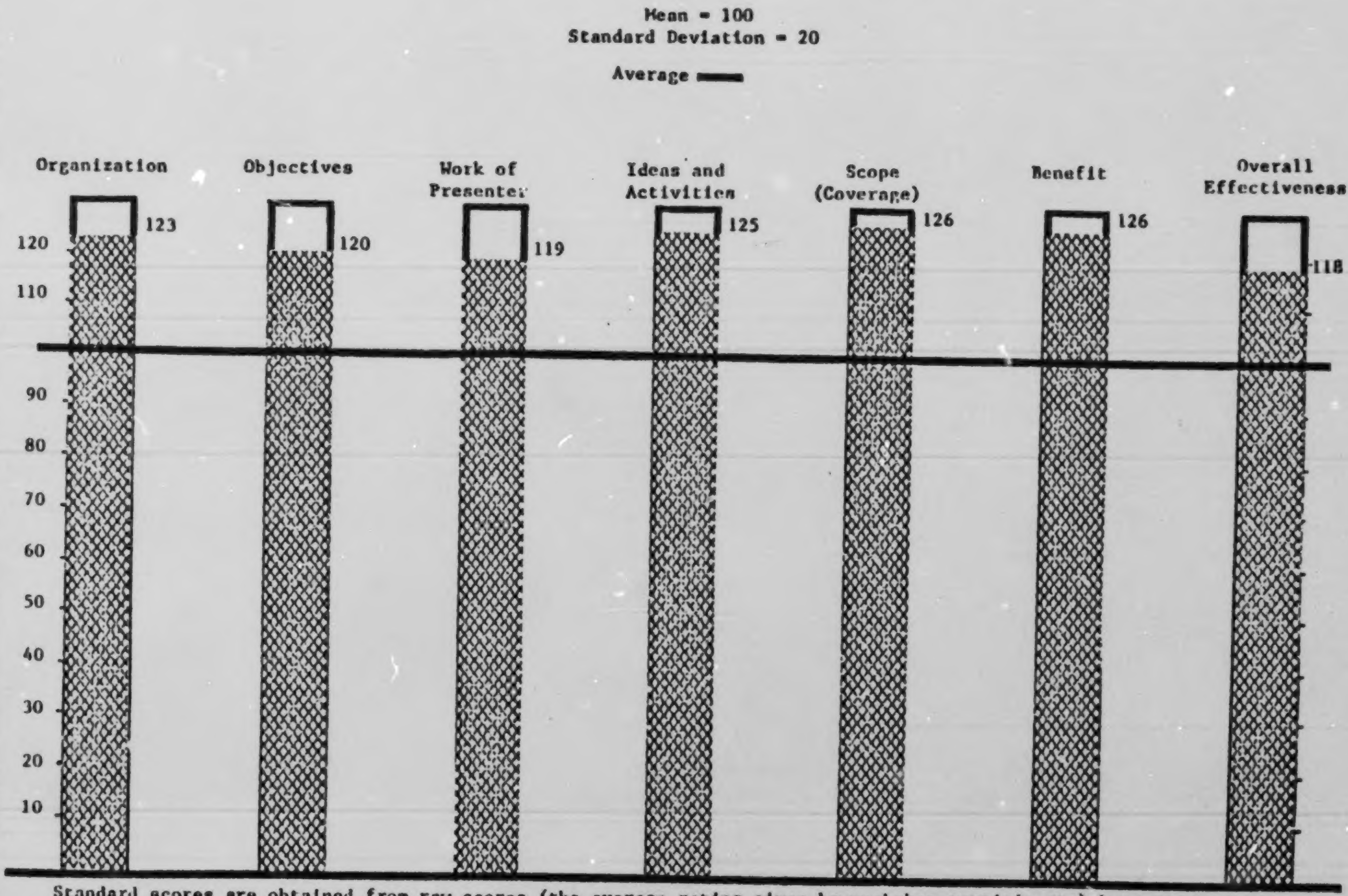
*Standard scores below 30 are not contained in the conversion table.

Figure E-7: STANDARD SCORE CHART FOR VIDEOTAPE PRODUCTION SESSION, NOVEMBER, 1976.



Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Figure E-8: STANDARD SCORE CHART FOR BAKER/BLANTON WORKSHOP, MARCH, 1976.



Standard scores are obtained from raw scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Appendix F

SCE PRINCIPAL INTERVIEW

Instrument Description: SCE Principal Interviews

Brief description of the instrument:

The interview form consists of 10 open-ended questions that solicit information relevant to SCE evaluation questions.

To whom was the instrument administered?

The ten principals in the basic skills component and the four principals in the bilingual component.

How many times was the instrument administered?

Once.

When was the instrument administered?

March-April, 1977.

Where was the instrument administered?

In principals' offices.

Who administered the instrument?

The Senior Evaluator for Compensatory Programs, the SCE/Title I Evaluator, and the Title VII Evaluator.

What training did the administrators have?

General training and experience in interviewing.

Was the instrument administered under standardized conditions?

To the extent that it was always administered privately in principals' offices.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

SCE PRINCIPAL INTERVIEW

Purpose

Interviews were conducted with all principals of SCE schools in order to gather information relevant to the following evaluation questions for the basic skills component:

1) How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

2) How effective was the local campus planning judged to be by those involved?

3) Were there problems encountered during the planning process?

4) Were problems encountered during the large scale ordering of materials at the campus level?

5) How large a role did the Area Directors and Instructional Coordinators play in the planning of SCE program activities?

6) How large a role did the Area Directors and Instructional Coordinators play in SCE staff development activities?

A separate interview form queried principals in the SCE bilingual component regarding implementation of SCE activities and probable effects from loss of SCE funds at the end of the 1976-77 school year.

Attachments F-1 and F-2 are copies of the interview forms.

Procedure

In order to avoid impinging on principals' time unnecessarily, and to avoid duplication of effort on the part of ORE, principal interviews for SCE were conducted at the same time as interviews for Title VII Bilingual and/or Title I on those campuses where more than one of the three programs were operating. Separate interview forms for each program were developed, but they were administered by one person during a single conference with the principals involved.

The Senior Evaluator for Compensatory Programs, the SCE/Title I Evaluator, and the Title VII Evaluator divided the schools evenly (approximately ten interviews each) and appropriately according to funding source. Appointments were scheduled, and interviews were conducted during March and April. In two instances the assistant principals were included in the interview because they had had major responsibilities for managing the programs on their campuses.

Results

Results of the interviews are discussed below by component and according to the topic or the evaluation question toward which the information is directed.

Evaluation Question: How extensive was local campus planning of 1975-76 and 1976-77 programs? (Basic Skills Component)

Principals in the basic skills component were asked to describe the procedure by which the SCE programs for their campuses were developed, including both the 1975-76 and 1976-77 school years. The procedures adopted by all but one of the schools included extensive teacher involvement in the planning process, either through total faculty meetings or through involvement of team leaders or grade level chairpersons. Total faculties often voted on the emphases their programs would take. One school, however, involved its faculty only to the extent that teachers were informed of the availability of the funds and were asked to submit proposals to the principal for use of those funds. One teacher's proposal was then accepted by the principal, who had also decided in advance that the SCE program for that school should be concentrated initially on reading.

Two schools sought parental involvement in the planning process. The principal and grade level chairpersons at Brown Elementary met during the early planning stages with the PTA Executive Committee for their school and discussed possibilities for the SCE program at Brown. Travis Heights sent a form home with students which requested parents to indicate the instructional areas which should be emphasized through SCE. SCE was also discussed during Back to School Night.

All major planning of SCE programs took place during the 1975-76 school year. Planning for the second year usually consisted of amplification of the first year's plans, since late implementation of the 1975-76 programs meant that programs had barely "gotten off the ground."

Evaluation Question: How effective was the local campus planning judged to be by those involved? (Basic Skills Component)

When principals in the basic skills component were asked if they would have any reservations about recommending local campus planning, six of the ten indicated that they would have no reservations whatsoever. The four other principals were positive about their experiences with local campus planning, but did express some reservations. Two of these principals cited the extreme time and energy demands that local campus planning makes on a campus, and they felt that the necessary time and resources for planning and implementation should be built into the program. The other two principals who had reservations about local campus planning as they had experienced it felt that more expert advisory help in the curriculum areas should be built into the program. That is, local campuses should make the decisions but with the advice of curriculum experts. One of these principals also felt that the Director of Elementary Education should approve all local campus plans before they are funded and implemented.

Evaluation Question: Were there problems encountered during the planning process? (Basic Skills Component)

When principals in the basic skills component were asked to discuss any problems that may have occurred during the planning and implementation stages of their programs, all of the principals dwelled on implementation problems in their discussion. The only planning problem mentioned (by one principal) concerned the shortness of the time allowed for planning SCE programs.

Evaluation Question: Were problems encountered during the large scale ordering of materials at the campus level? (Basic Skills Component)

All but two of the basic skills component principals referred to problems concerning materials when they were asked to discuss any problems that may have occurred during the planning and implementation of their SCE programs. The main problem, which was referred to by all of them, was the time lag between ordering and receipt of materials. The lengthy process of approval by TEA of the 1976-77 SCE application (approximately five months transpired between submission of the application and final approval) meant that funds for purchase of materials could not be released until well after the programs were to be implemented. Even after release of the funds there was further waiting by the schools for purchase orders to be processed and vendors to deliver the materials. SCE programs were impeded to the extent that they were dependent on materials.

The same situation took place again with amendment funds. The long wait for submission and approval meant that funds were approved too late in the year for materials to be ordered and received in time to affect this year's SCE program.

Other problems related to materials were specific to particular situations, i.e. storage problems and budget account "mixups."

Evaluation Question: How large a role did the Area Directors and Instructional Coordinators play in the planning of SCE program activities? (Basic Skills Component)

Area Directors and Instructional Coordinators in most cases played a supportive role with minimal involvement in the actual planning stages, according to principals. Principals usually communicated to Area Directors the intentions of their schools, and Area Directors visited summer workshops and labs. In one case an Area Director provided information to a principal regarding SCE plans of other sixch grade schools, and one Instructional coordinator assisted in the selection of materials for another school. Instructional Coordinators played larger roles generally during the implementation stages when they assisted teachers with materials use in the classroom, and one Area Director assisted during implementation by assisting with scheduling for the SCE reading lab.

Evaluation Question: How large a role did the Area Directors and Instructional Coordinators play in SCE staff development activities? (Basic Skills Component)

According to SCE principals, Area Directors were involved in SCE staff development activites only to the extent that they were kept informed by principals and attended several of the staff development sessions.

Three principals indicated that the Instructional Coordinators for their schools served as consultants to workshop sessions or assisted principals in securing consultants.

Implementation of SCE Programs (Basic Skills Component).

When asked if implementation of their SCE programs had progressed as planned, all but two principals responded with qualified positive statements. In two cases the qualifications were based on late arrival of materials which their programs depended on. Other principals mentioned school-specific situations such as: the effects at Read school when a cutback in district funds caused a last minute switch of SCE funds (funds that had been designated for math materials) to pay the salary of the reading teacher, 2) the lower than anticipated use of videotape equipment at Baker, 3) delayed use of videotape on a wide basis at Blanton due to problems with getting the closed circuit cable functioning, 4) the loss of the teacher (with extensive expertise) who was in charge of the SCE program at Allan during the first year of the program, 5) remodeling at Pease which meant a month's delay in getting their math program started.

Guidelines (Basic Skills Component).

Most of the SCE principals had not experienced any problems within their schools regarding SCE guidelines, according to their interview remarks. Three principals, however, stated that there had been difficulties concerning the guideline which states that SCE materials and personnel can only be used with designated SCE students. One of these three had particularly had problems with insuring that SCE aides worked only with designated students. Another stated that she did not "hassle" her teachers about using the SCE materials only with designated students but hoped that the low instructional level of the materials would take care of the problem.

One principal responded that there had been no problems with the SCE guidelines in his school. Identified students had had the benefit of the materials, but other students had also used them.

Effects of Late Approval of Funds (Basic Skills Component).

Six of the ten principals felt that late approval of funds for 1976-77 and late approval of the mid-year amendment had caused extremely adverse effects for their schools. These adverse effects were primarily in terms of very late receipt of materials. Because a major emphasis of the SCE Program in AISD is on materials, this delay in receipt of materials had caused implementation of programs to be greatly impeded.

One principal stated that the program in her school was a year behind where it ought to be because of late funding in 1975-76 and again in 1976-77. Late approval of the 1976-77 mid-year amendment meant that materials that one school had planned to buy with monies "moved over" in the amendment would not be available to students at all this year. The teacher morale problems that resulted when SCE materials were not available to teachers at the beginning of the 1976-77 school year was cited by another principal.

Effect of Budget Cuts (Basic Skills Component).

The late summer budget cuts to SCE schools for creation of the SCE Planning Component affected the instructional program of only one school. Most of the schools who received major budget cuts were able to make adjustments so that programs were not hurt, according to their principals; other programs received minor or no cuts.

The teachers at one school, however, had spent much of their SCE summer workshop time assessing, choosing, and learning how to use SCE materials that were on hand or that would be ordered with 1976-77 funds. Materials expenditures were planned "down to the last penny," according to the principal, and purchase orders were typed. The budget cuts to that school meant that many typed purchase orders had to be thrown out and instructional adjustments made. The method used for cutting school budgets was particularly resented by this principal (and assistant principal), and those feelings were echoed by two other principals whose programs were not damaged but who took issue with the procedure. The lack of consultation with the principal regarding the cuts, the haste with which the process took place, and the seemingly arbitrary nature of the cuts were cited by these principals. Also, there was much confusion as to why the cuts were made.

One final point made by the principal and assistant principal whose SCE program was hurt by the cuts was that those schools who had emphasized materials and staff development as per initial district "guidelines" were the schools whose budgets were cut the most. Those schools who had invested their SCE funds in personnel (district guidelines called for "limited personnel") were cut little if at all; in some cases they received more funds.

Implementation of SCE Bilingual Program Activities (Bilingual Component).

Three of the four SCE bilingual component principals stated that implementation of their SCE-funded bilingual program activities had progressed as planned this year. One of these three felt that improvements needed to be made, however, in terms of materials use. He stated that there was need for more cohesiveness and direction in use of materials, and guidance for new teachers in how to use the materials.

The fourth principal stated that implementation had not progressed as planned due to budget transfer problems. (He had sought to transfer funds within the SCE budget for his school so that more materials could be bought.)

None of the four principals indicated that they had experienced any problems with coordinating SCE and Title VII on their campuses.

End-of-Funding Effects (Bilingual Component).

All four of the bilingual component principals stated in one way or another that their bilingual programs would suffer greatly if they should lose SCE funds after this year. The only plans that have been made to offset these adverse effects are plans calling for local funds to fill the gap left by SCE. One principal indicated that he had been looking into the possibility of Title I supplying short-range help until local funds can be arranged.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SCE PRINCIPAL INTERVIEW

1. By what procedure was an SCE program for your campus developed? (for both 1975-76 and 1976-77)

2. In what ways were the Area Director and Instructional Coordinator(s) for your school involved in SCE planning activities?

3. Has implementation of the SCE program in your school progressed as planned?

4. What problems, if any, has your school experienced during the planning and implementation of its SCE program? (for both 1975-76 and 1976-77)

5. Based on your experience with local campus planning through SCE, would you have any reservations about recommending local campus planning for the planning and implementation of future compensatory program in AISD?

6. In what ways were the Area Director and Instructional Coordinator(s) for your school involved in the planning and delivery of SCE staff development activities on your campus?

7. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

8. Have you or your staff experienced any problems with the SCE guidelines?

9. What effects, if any, did the late approval and funding of SCE this year have for your school?

10. What effects, if any, did the late summer budget cuts to the basic skills component have on your SCE program?

SCE BILINGUAL PRINCIPAL
INTERVIEW QUESTIONS

1. Has implementation of the SCE-funded bilingual program activities on your campus progressed as planned?

2. What problems, if any, have you experienced in coordinating SCE and Title VII on your campus?

3. a. What do you anticipate the effects on your campus will be if SCE funds are not available in 1977-78?

   b. Are there any plans for offsetting or avoiding those effects in some way?

Appendix G

SCE TEACHER QUESTIONNAIRE

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Instrument Description: SCE Teacher Questionnaire

Brief description of the instrument:

Contains 11 multiple choice items plus an extra item for sixth grade teachers only. Eight of the items are the same as had been used in the SCE Teacher Questionnaire for 1975-76.

To whom was the instrument administered?

To all classroom and special education teachers in SCE basic skills component schools.

How many times was the instrument administered?

Once.

When was the instrument administered?

February, 1977.

Where was the instrument administered?

Not applicable.

Who administered the instrument?

The questionnaires were distributed and returned through the school mail.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

In those cases where questionnaires may have been filled out during faculty or other group gatherings under the leadership of the school principal, it is possible that teacher responses were affected by the presence and involvement of the principal.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TEACHER QUESTIONNAIRE

Purpose

Questionnaires were administered to all classroom, Special Education, and reading lab teachers in SCE schools in order to gather information relevant to the following evaluation questions:

1. How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?
2. How effective was the local campus planning judged to be by those involved?
3. Were there problems encountered during the planning process?
4. Are SCE materials being utilized in the classroom?
5. Have the campus-ordered materials met expectations of teachers?
6. Were problems encountered during the large scale ordering of materials at the campus level?
7. How effective were campus-planned staff development activities deemed to be by those involved?

All questionnaire items related to the evaluation questions were the same as had been used in the SCE Teacher Questionnaire for the 1975-76 program so that comparisons between the two sets of data could be made.

Three other items were needs assessment in nature and were included in the questionnaire at the request of the Education Planner and SCE Comprehensive Planners.

Attachment G-1 is a copy of the questionnaire.

Procedure

A draft of the questionnaire was delivered to principals two weeks before the projected distribution date in the schools. Questionnaires were then sent out through the school mail on February 17 with the request that they be completed and returned to ORE by February 25. Teachers' names were included on the form in the event of a poor return rate and the necessity of follow-up mailings to those teachers who had not returned completed questionnaires.

Although the overall return rate from the initial send out was quite good (83%), and some schools had 100% return rates, there were other schools with unacceptably low return rates. Therefore, a second mailout was necessary for teachers who had not returned completed questionnaires to ORE by May 4. It was then necessary to send a third questionnaire to 16 teachers who had not returned questionnaires by March 14.

Figure G-1 below shows return rates for each school and for all SCE schools combined.

Figure G-1: TEACHER QUESTIONNAIRE RESPONSE RATE.

School	No. of Teachers Responding	Percent of Teachers Responding
Allan	10	100%
Baker	18	100%
Blanton	23	100%
Brown	19	100%
Joslin	30	94%
Martin	10	83%
Pease	13	100%
Read	24	92%
Travis Heights	28	100%
Webb	26	93%
All SCE Schools	201	97%

Responses were coded and keypunched; distribution statistics were derived through application of DISTAT from the VSTAT computer program library.

Results

Results are discussed below according to the evaluation question for which the information is appropriate. The needs assessment information will be discussed according to topic.

Evaluation Question: How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

Attachment G-2 shows results for each item by school and includes results for the same items from the 1976 SCE teacher questionnaire.

Figure G-1 give the number of teachers responding from each school and upon which the percent response figures of Attachment G-2 are based. Study of these attachments and Figures G-2 and G-3 below shows that:

Teacher involvement in the planning of 1976-77 SCE programs ranged from 13% of responding teachers at Read who deemed themselves "very involved" in the planning process to 100% at Pease who were "very involved." The sixth grade school with the most teacher involvement was Baker, with 79% of its teachers indicating they were "very involved."

The percent of teachers at each school who felt themselves "not at all involved" ranged from 0% at Pease to 40% at Allan. A large percentage at Read (37%) also indicated that they were "not at all involved" in the planning of their 1976-77 SCE program.

Six of the ten SCE schools showed fewer teachers as "very involved" during the second year of the program, while Baker, Joslin, Webb, and Pease showed increases in the number of teachers who felt themselves "very involved."

Overall, as shown in "All School" averages in Attachment G-2 (item #1), there was a slight decrease in the amount of teacher involvement in the planning of SCE programs from 1975-76 to 1976-77.

Figure G-2: PERCENT OF TEACHERS WHO WERE "VERY INVOLVED" IN PLANNING SCE PROGRAMS.

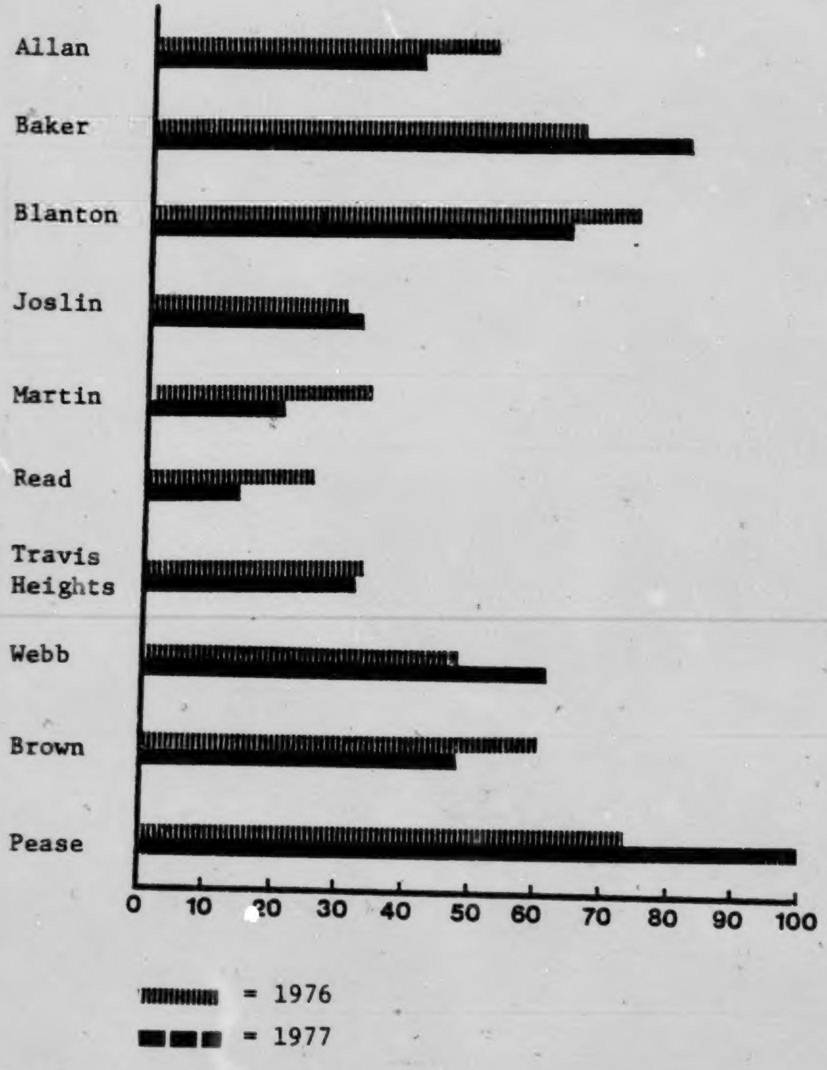
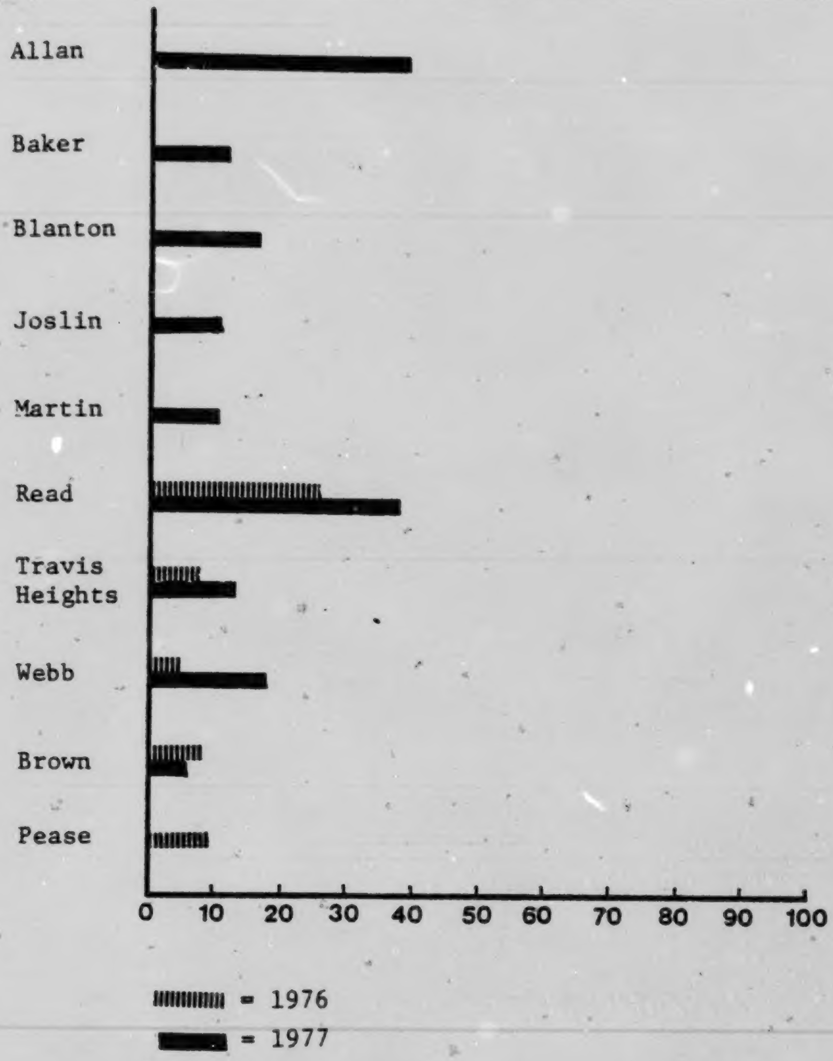


Figure G-3: PERCENT OF TEACHERS WHO WERE "NOT AT ALL INVOLVED" IN PLANNING SCE PROGRAMS.



Selection of materials is at least related to planning, and Attachment G-2 (item #4) shows that teacher involvement in the selection of SCE materials ranged from 83% who were "very involved" at Pease to 17% who were "very involved" at Read. It is interesting to note that these two schools had very similar SCE programs in that they were the only two schools to establish SCE Reading Labs. The difference in level of teacher involvement would not be attributable to differences in the nature of their SCE programs.

While some schools showed more teacher involvement in materials selection in 1976 than in 1977, others showed more involvement in 1977. No trend was evident.

The number of teachers who were "not at all involved" in the selection of SCE materials ranged from 0% at Joslin and Pease to 40% at Allan.

Evaluation Question: How effective was the local campus planning judged to be by those involved?

Study of Attachment G-2 (item #3) and Figure G-4 shows that:

Teachers in SCE schools generally rated local campus planning a little lower during the second year of implementation, and the ratings varied widely from school to school.

Baker, Blanton, and Pease teachers in general were more enthusiastic about local campus planning, although Blanton teachers during the second year of the program gave much lower ratings than they had given during the first year of the program.

Ir it interesting to note that Baker, Blanton, and Pease teachers also rated their involvement in local campus planning higher than teachers in other schools, and that Blanton teacher ratings of involvement in planning decreased in the second year as did their ratings of the effectiveness of local campus planning. There would seem to be a correlation between the amount of teacher involvement in the local campus planning process and teacher assessments of the effectiveness of local campus planning.

No teachers in 1976-77, and only a negligible number in 1975-76, indicated that local campus planning was "not at all effective."

Evaluation Question: Were there problems encountered during the planning process?

Attachment G-2 and Figure G-5 show that:

Five of the ten basic skills component schools experienced fewer problems during the second year of the program, four experienced more problems, and one school experienced approximately the same.

There was a wide range from school to school, with fewest teachers at Allan and Martin generally experiencing no problems. More teachers at Baker, Blanton, Brown, and Pease experienced no problems.

Overall, fewer planning problems were experienced during the second year of SCE programs, according to teacher questionnaire responses. Most teachers during both years experienced either very few or no problems during the planning process.

Figure G-4: PERCENT OF TEACHERS WHO FELT LOCAL CAMPUS PLANNING WAS "EXTREMELY EFFECTIVE".

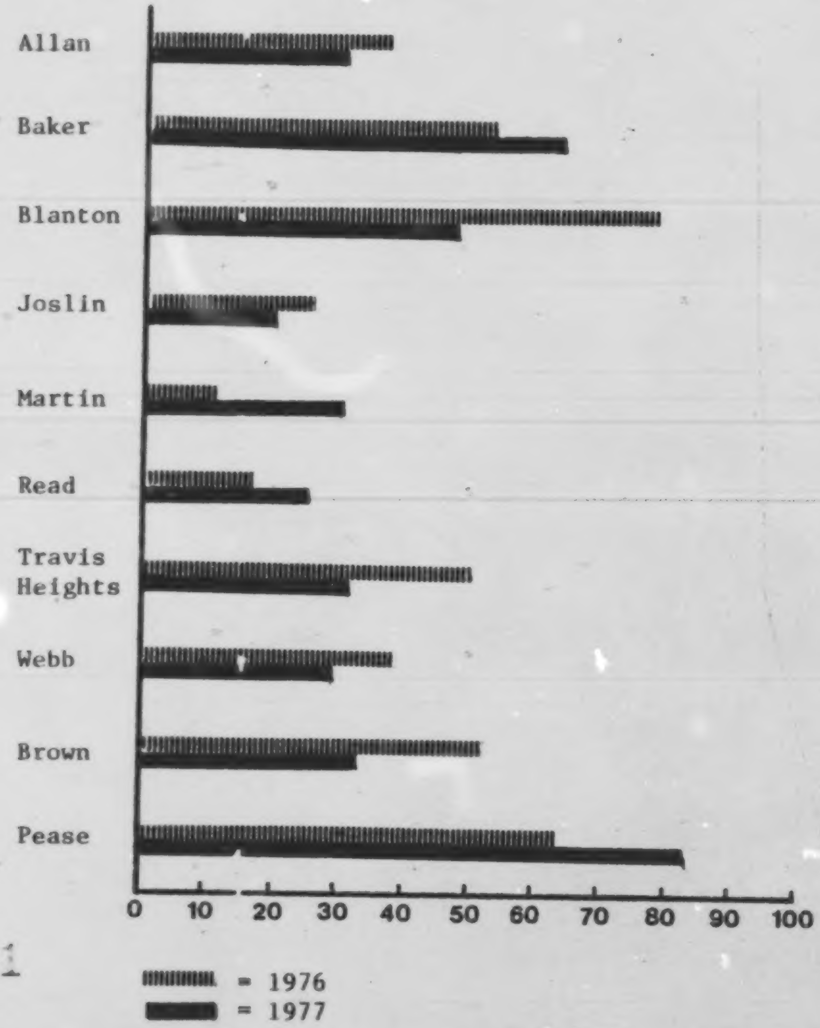
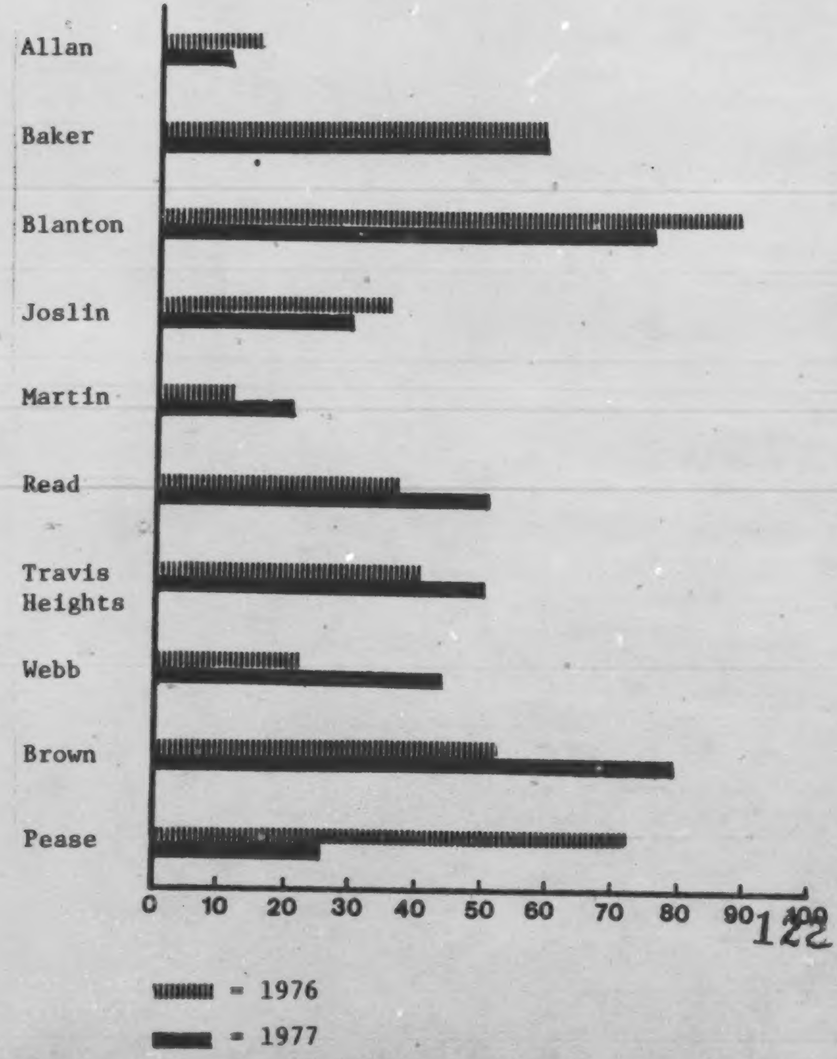


Figure G-5: PERCENT OF TEACHERS WHO EXPERIENCED "NO PROBLEMS" WITH LOCAL CAMPUS PLANNING.

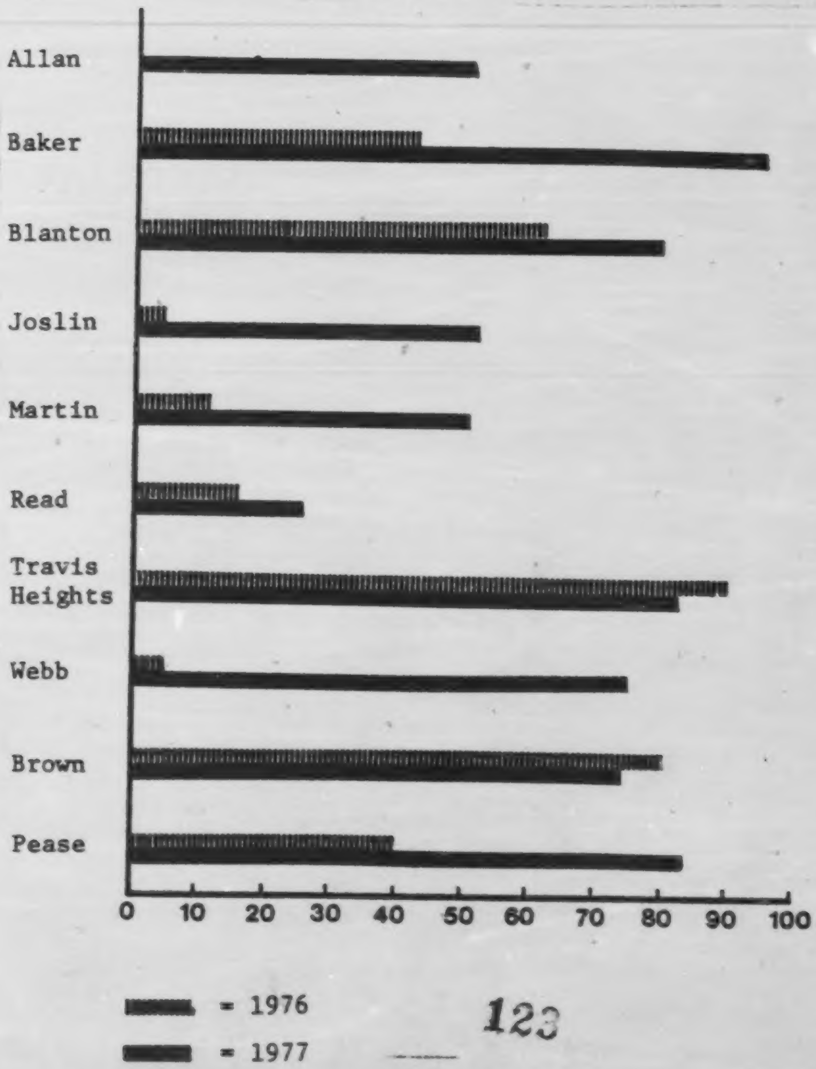


Evaluation Question: Are SCE materials being utilized in the classroom?

Study of Attachment G-2 and Figure G-6 shows that:

> All or most of expected SCE materials have been received by over 70% of teachers at six of the ten schools.
>
> At two of the four other schools, there were large percentages of teachers who did not expect any SCE materials, and at the two remaining schools there were large percentages of teachers who had received at least "some" of the expected materials.
>
> Overall, 67% of the teachers in SCE schools had received all or most of expected SCE materials by the time of administration of the second year questionnaire. Eleven percent did not expect any SCE materials.

Figure G-6: PERCENT OF TEACHERS WHO HAD RECEIVED "ALL OR MOST" OF THE SCE EXPECTED MATERIALS.

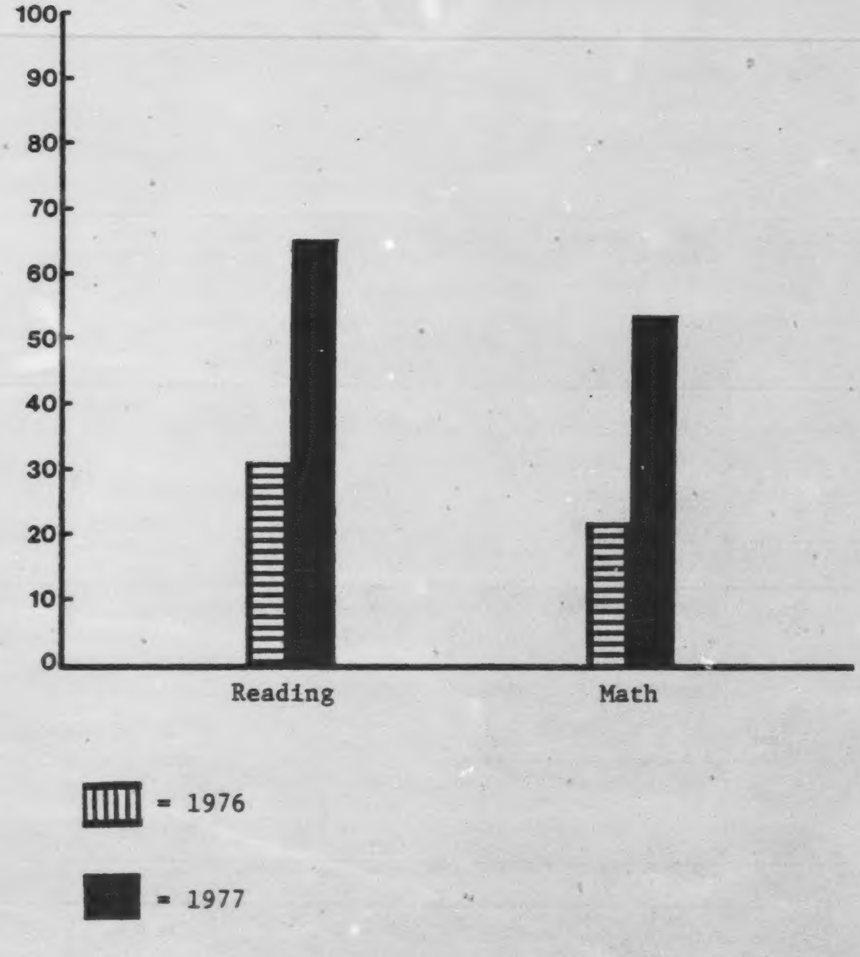


Evaluation Question: Have the campus-ordered materials met expectations of teachers?

Attachment G-2 and Figure G-7 show the percentage of teachers who rated SCE materials as "extremely"or "quite" effective in helping to increase the achievement of SCE students. Reading materials appear to be rated generally higher, but the lower ratings of math materials are probably explained by the fact that fewer teachers responded to the item regarding math and fewer teachers had used SCE math materials to date.

The number of teachers who rated SCE reading and math materials as "not at all" or "not very" effective was negligible for both years of the program.

Figure G-7: PERCENT OF TEACHERS IN ALL SCE SCHOOLS WHO RATED SCE MATERIALS AS "EXTREMELY" OR "QUITE" EFFECTIVE.

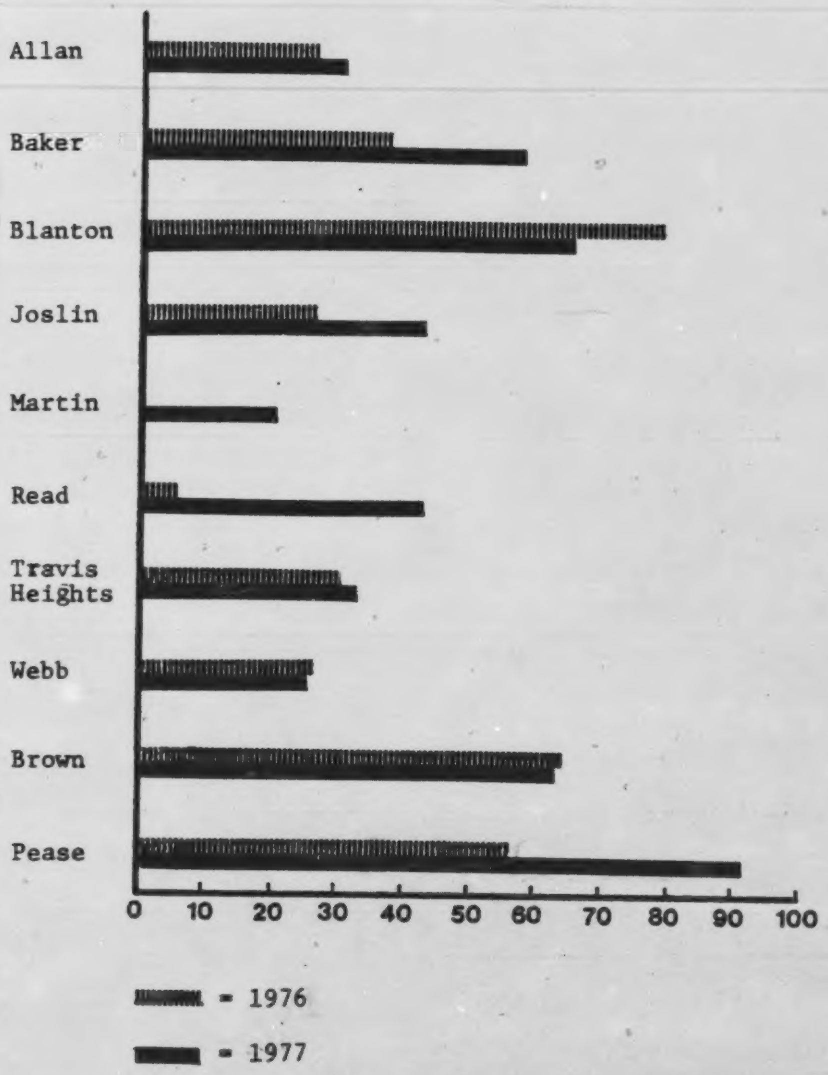


Evaluation Question: Were problems encountered during the large scale ordering of materials at the campus level?

Attachment G-2 and Figure G-8 show that:

> At six of the ten schools fewer teachers experienced problems with the materials-selection process during the second year of the program.
>
> Baker, Blanton, Brown, and Pease appear to be the schools with the fewest problems during both years.
>
> Overall, more teachers experienced no problems with materials during the second year of the program (47%) than during the first year.

Figure G-8: PERCENT OF TEACHERS WHO EXPERIENCED "NO PROBLEMS" WITH THE MATERIALS SELECTION PROCESS.

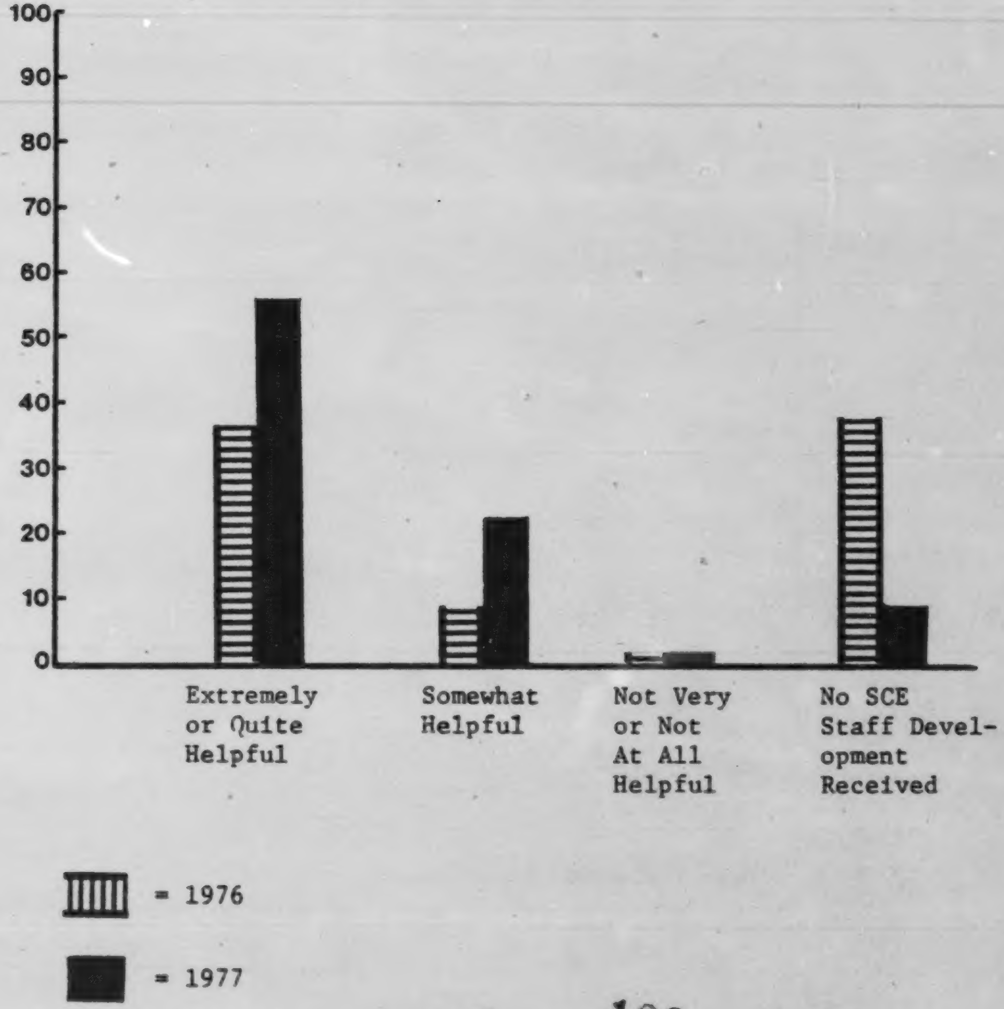


Evaluation Question: How effective were campus-planned staff development activities deemed to be by those involved?

Attachment G-2 and Figure G-9 show that:

> SCE staff development activities were delivered to far more teachers during the second year of the program than during the first.
>
> SCE staff development activities were generally deemed effective in increasing student achievement.

Figure G-9: TEACHER RATINGS (ALL SCHOOLS COMBINED) OF SCE STAFF DEVELOPMENT ACTIVITIES.



A question was also asked specific to the Learning Institute, which all sixth grade teachers had been offered the opportunity to attend. Responses as shown in Attachment G-2 show that:

> Thirty-seven percent (37%) of responding teachers did not attend the Learning Institute.
>
> Twenty-three percent (23%) had used in their classrooms "many" of the ideas from the workshop, 30% had used "some" of the ideas from the workshop, and 9% had used a "few."
>
> None of the teachers indicated that they had used "no ideas" from the Learning Institute in their classrooms.

Ladder of Skills and Fountain Valley

Attachment G-2 also shows that:

> Forty-two percent (42%) of responding teachers find the Ladder of Skills to be "not very" or "not at all" useful, while 9% more do not use Ladder of Skills at all.
>
> Only 19% consider Ladder of Skills to be "extremely" or "quite" useful.
>
> Thirty-nine percent (39%) of responding teachers find Fountain Valley to be "not very" or "not at all" useful, while 18% more do not use Fountain Valley at all.
>
> As with Ladder of Skills, only 19% consider Fountain Valley to be "extremely" or "quite" useful.

Need for Outline of Student Competencies

Sixty-five percent (65%) of responding teachers indicated that they would find an outline of required student competencies to be "very useful" for language arts, and 71% felt so about an outline of competencies for math. A little over half indicated that such outlines would be "very useful" for science and social studies.

ATTACHMENT G-1
(page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Dear Teacher,

Once again it is time to ask you about your experiences with the State Compensatory Education program in your school. You are where the program is--in the classroom--and we very much need to know how the program has progressed this year. Your responses to the questionnaire that was distributed last spring proved to be very informative and helpful.

A short questionnaire follows and we would very much appreciate your taking the time to fill it out. Individual responses will be kept absolutely private. Principals and administrators will only see group summaries produced by our office and at no time will see your completed questionnaires.

Mailing envelopes are attached. Please send your completed questionnaire in by **FEB. 25.**

For ORE Use

1 2 3
4 5 6

1 WERE YOU INVOLVED IN THE PLANNING OF YOUR SCHOOL'S STATE COMPENSATORY EDUCATION PROGRAM THIS YEAR?

____Yes, very involved
____Yes, somewhat involved
____Yes, but minimally involved
____Not at all involved

____I am not sure what the State Compensatory Education Program is.

7

2 DID YOU EXPERIENCE PROBLEMS WITH THE LOCAL CAMPUS PLANNING OF YOUR SCHOOL'S SCE PROGRAM THIS YEAR?

____Yes, many problems
____Yes, some problems
____Yes, but very few problems
____No problems

____I was not involved in the planning process.

8

Please describe any problems that you encountered during the planning process:

3 DO YOU FEEL THAT LOCAL CAMPUS PLANNING OF YOUR SCE PROGRAM WAS AN EFFECTIVE WAY TO IMPLEMENT THE PROGRAM?

____Yes, extremely effective
____Yes, quite effective
____Yes, somewhat effective
____Yes, but not very effective
____Not at all effective

____I was not involved in the planning process.

9

4 WERE YOU INVOLVED IN THE SELECTION THIS YEAR OF THE SCE MATERIALS FOR YOUR SCHOOL OR CLASSROOM?

____Yes, very involved
____Yes, somewhat involved
____Yes, but minimally involved
____Not at all involved

10

5 DID YOU EXPERIENCE ANY PROBLEMS WITH THIS MATERIALS-SELECTION PROCESS?

____Yes, many problems
____Yes, some problems
____Yes, but very few problems
____No problems

____I was not involved in the selection of SCE materials.

11

Please describe any problems that you might have encountered in the materials-selection process:

6 HAVE YOU RECEIVED (OR HAVE THEY BEEN MADE AVAILABLE TO YOU)

____all of the expected SCE materials?
____most of expected SCE materials?
____some of expected SCE materials?
____very few of expected SCE materials?
____none of expected SCE materials?

____I did not expect any SCE materials.

12

over ↓

7 HOW EFFECTIVE DO YOU BELIEVE THESE MATERIALS HAVE BEEN IN HELPING TO INCREASE THE ACHIEVEMENT OF DESIGNATED SCE STUDENTS IN YOUR CLASSROOM?

READING MATERIALS	MATHEMATICS MATERIALS
____Extremely effective	____Extremely effective
____Quite effective	____Quite effective
____Somewhat effective	____Somewhat effective
____Not very effective	____Not very effective
____Not at all effective	____Not at all effective
____No SCE materials in use yet	____No SCE materials in use yet
____Too soon to tell	____Too soon to tell

13 14

8 HOW EFFECTIVE HAS SCE STAFF DEVELOPMENT BEEN IN HELPING YOU IN YOUR EFFORTS TO INCREASE THE ACHIEVEMENT OF YOUR STUDENTS?

____Extremely helpful
____Quite helpful
____Somewhat helpful
____Not very helpful
____Not at all helpful

____I did not receive any staff development 15
____I am not sure which staff development activities were SCE.

9 I FIND THE LADDER OF SKILLS TO BE

Why? ____________________

____ extremely useful
____ quite useful ____________________
____ somewhat useful
____ not very useful ____________________
____ not at all useful 16

____ I do not use the Ladder of Skills

10 I FIND FOUNTAIN VALLEY TO BE

Why? ____________________

____extremely useful
____quite useful ____________________
____somewhat useful
____not very useful ____________________
____not at all useful
____I do not use the Fountain Valley 17

11 HOW USEFUL WOULD IT BE TO HAVE AN OUTLINE OF SPECIFIC COMPETENCIES THAT SHOULD BE ACCOMPLISHED BY STUDENTS AT EACH GRADE LEVEL IN AISD

	very useful	of some use	not at all	
for Language Arts?				18 —
for Math?				19 —
for Science?				20 —
for Social Studies?				21 —
for none of the above.				22 —

For Sixth Grade Teachers Only:

I HAVE USED IN MY CLASSROOM . . .

____ many of the ideas from the 3-day Learning Institute at Webb.

____ some of the ideas from the 3-day Learning Institute at Webb. 23 —

____ few of the ideas from the 3-day Learning Institute at Webb.

____ none of the ideas from the 3-day Learning Institute at Webb.

____ I did not attend the Learning Institute.

Thank you,

Joy Hester

Joy Hester,
SCE/Title I Evaluator

Approved: ____________________
Senior Evaluator for Compensatory
Education Programs

Approved: ____________________
Coordinator of Research and Evaluation

Approved: ____________________
Director of Elementary Education

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
1. Were you involved in the planning of your school's State Compensatory Education Program?																						
Yes, very involved	48%	47%	50%	40%	63%	79%	72%	61%	30%	32%	33%	20%	26%	13%	33%	32%	48%	61%	60%	47%	73%	100%
Yes, somewhat involved	35%	27%	25%	10%	37%	11%	22%	17%	61%	52%	44%	30%	11%	33%	43%	36%	48%	14%	24%	42%	18%	0%
Yes, but minimally involved	10%	8%	25%	10%	0%	0%	0%	4%	9%	3%	22%	30%	32%	17%	17%	21%	0%	0%	8%	5%	0%	0%
Not at all involved	6%	16%	0%	40%	0%	11%	0%	17%	0%	10%	0%	10%	26%	37%	7%	11%	4%	18%	8%	5%	9%	0%
I am not sure what the State Compensatory Education Program is	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No response	0%	1%	0%	0%	0%	0%	6%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	7%	0%	0%	0%	0%
2. Did you experience problems with the local campus planning of you school's SCE program?																						
Yes, many problems	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	5%	0%	0%	0%	4%	0%	0%	0%	0%	0%
Yes, some problems	16%	13%	25%	10%	16%	11%	0%	4%	22%	23%	56%	30%	5%	8%	23%	18%	26%	11%	4%	0%	0%	17%
Yes, but very few problems	29%	23%	50%	40%	26%	21%	6%	4%	39%	35%	33%	20%	21%	8%	33%	21%	35%	21%	28%	21%	18%	58%
No problems	44%	47%	13%	10%	58%	58%	89%	74%	35%	29%	11%	20%	37%	50%	40%	50%	22%	43%	52%	79%	73%	25%
I was not involved in the planning process	9%	14%	13%	40%	0%	11%	0%	17%	0%	10%	0%	10%	32%	29%	3%	11%	13%	14%	16%	0%	9%	0%
No response	1%	2%	0%	0%	0%	0%	6%	0%	4%	3%	0%	0%	0%	4%	0%	0%	0%	11%	0%	0%	0%	0%

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
3. Do your feel chat local campus planning of your SCE program was an effective way to implement the program?																						
Yes, extremely effective	44%	36%	37%	30%	53%	63%	78%	48%	26%	19%	11%	30%	16%	25%	50%	32%	39%	29%	52%	32%	64%	83%
Yes, quite effective	38%	37%	50%	30%	42%	32%	17%	26%	61%	55%	44%	40%	32%	25%	50%	29%	22%	46%	32%	58%	36%	17%
Yes, somewhat effective	9%	13%	0%	0%	5%	0%	0%	9%	4%	16%	44%	10%	21%	29%	0%	29%	17%	11%	8%	5%	0%	0%
Yes, but not very effective	2%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	10%	5%	0%	0%	0%	4%	0%	0%	5%	0%	0%
Not at all effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%
I was not involved in the planning process	5%	11%	13%	40%	0%	5%	0%	17%	0%	6%	0%	10%	21%	21%	0%	11%	13%	7%	8%	0%	0%	0%
No response	2%	1%	0%	0%	0%	0%	6%	0%	4%	3%	0%	0%	0%	0%	0%	0%	4%	7%	0%	0%	0%	0%
4. Were you involved in the selection of the SCE materials for your school or classroom?																						
Yes, very involved	55%	50%	50%	50%	79%	58%	78%	65%	39%	58%	67%	50%	11%	17%	37%	25%	48%	64%	84%	42%	82%	83%
Yes, somewhat involved	22%	23%	25%	0%	21%	26%	17%	13%	26%	19%	22%	10%	5%	33%	40%	50%	30%	14%	12%	32%	0%	0%
Yes, but minimally involved	9%	9%	25%	0%	0%	5%	0%	4%	26%	16%	11%	10%	5%	17%	10%	18%	9%	0%	0%	5%	9%	0%
Not at all involved	13%	15%	0%	40%	0%	11%	0%	17%	4%	0%	0%	30%	79%	33%	13%	7%	9%	11%	4%	21%	9%	0%
No response	2%	4%	0%	10%	0%	0%	6%	0%	4%	6%	0%	0%	0%	0%	0%	0%	4%	11%	0%	0%	0%	17%
5. Did you experience any problems with this materials-selection process?																						
Yes, many problems	2%	1%	0%	0%	5%	5%	0%	0%	0%	0%	11%	10%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%
Yes, some problems	24%	16%	37%	0%	32%	5%	0%	4%	30%	16%	44%	40%	16%	21%	37%	21%	35%	25%	8%	16%	0%	8%
Yes, but very few problems	24%	17%	37%	20%	26%	21%	6%	9%	35%	23%	44%	0%	5%	8%	23%	36%	26%	29%	24%	0%	36%	0%
No problems	37%	47%	25%	30%	37%	58%	89%	65%	26%	52%	0%	20%	5%	42%	30%	32%	26%	25%	64%	63%	56%	92%
I was not involved in the selection of SCE materials	11%	15%	0%	50%	0%	11%	0%	17%	4%	3%	0%	30%	68%	29%	10%	7%	9%	11%	4%	21%	9%	0%
No response	2%	3%	0%	0%	0%	0%	6%	4%	4%	6%	0%	0%	5%	0%	0%	4%	0%	7%	0%	0%	0%	0%

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977.	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
6. Have you received (or had made available to you)																						
All of the expected SCE materials	10%	27%	0%	0%	0%	58%	22%	57%	0%	16%	0%	0%	0%	13%	10%	7%	0%	18%	44%	37%	10%	75%
Most of the expected SCE materials	30%	40%	0%	50%	42%	37%	39%	22%	4%	35%	11%	50%	16%	13%	80%	75%	4%	57%	36%	37%	30%	8%
Some of the expected SCE materials	31%	16%	63%	10%	53%	5%	28%	4%	70%	42%	33%	50%	11%	13%	3%	3%	30%	11%	16%	16%	31%	0%
Very few of the expected SCE materials	8%	0%	13%	0%	0%	0%	0%	0%	13%	0%	11%	0%	5%	8%	0%	0%	39%	0%	0%	0%	8%	0%
None of the expected SCE materials	9%	1%	13%	0%	0%	0%	6%	0%	0%	0%	44%	0%	5%	8%	3%	0%	17%	0%	4%	0%	9%	8%
I did not expect any SCE materials	7%	11%	13%	30%	0%	0%	0%	17%	4%	3%	0%	0%	47%	42%	0%	4%	4%	7%	0%	11%	7%	0%
No response	5%	3%	0%	10%	5%	0%	6%	0%	9%	3%	0%	0%	16%	4%	3%	4%	4%	7%	0%	0%	5%	8%
7. How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classroom?																						
Reading																						
Extremely effective	10%	23%	13%	0%	0%	16%	11%	22%	4%	10%	0%	10%	11%	13%	20%	43%	0%	14%	16%	16%	27%	100%
Quite effective	21%	43%	0%	10%	11%	26%	44%	52%	13%	39%	0%	50%	11%	58%	40%	46%	9%	57%	36%	53%	9%	0%
Somewhat effective	5%	14%	0%	0%	21%	42%	6%	13%	0%	16%	0%	10%	21%	4%	0%	4%	0%	14%	4%	26%	0%	0%
Not very effective	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	4%	0%	0%	0%	0%
Not at all effective	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No SCE materials in use yet	20%	4%	25%	10%	42%	5%	6%	9%	26%	6%	33%	0%	21%	8%	0%	0%	57%	0%	0%	0%	0%	0%
Too soon to tell	32%	4%	25%	20%	16%	11%	28%	0%	30%	13%	44%	0%	32%	0%	37%	4%	13%	0%	44%	0%	64%	0%
No response	10%	12%	37%	60%	11%	0%	6%	4%	26%	16%	22%	30%	5%	17%	3%	4%	13%	11%	0%	5%	0%	0%

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
Mathematics																						
Extremely effective	8%	20%	25%	0%	0%	21%	0%	17%	4%	10%	0%	0%	0%	4%	23%	36%	0%	14%	12%	21%	18%	92%
Quite effective	14%	34%	0%	20%	5%	42%	0%	26%	13%	32%	11%	30%	0%	21%	30%	46%	9%	54%	40%	37%	0%	0%
Somewhat effective	3%	16%	0%	0%	16%	26%	0%	22%	4%	16%	0%	20%	0%	17%	0%	4%	4%	11%	0%	37%	0%	0%
Not very effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	0%
Not at all effective	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%
No materials in use yet	27%	6%	25%	0%	47%	0%	50%	13%	22%	16%	33%	0%	42%	17%	0%	0%	57%	0%	0%	0%	9%	8%
Too soon to tell	26%	6%	13%	10%	11%	5%	6%	9%	35%	13%	33%	0%	11%	21%	37%	0%	17%	0%	40%	0%	64%	0%
No response	21%	17%	37%	70%	21%	0%	44%	13%	22%	13%	22%	50%	47%	21%	10%	11%	9%	21%	8%	5%	0%	0%
8. How effective has SCE staff development been in helping you in your efforts to increase the achievement of your students?																						
Extremely helpful	12%	18%	25%	0%	21%	37%	6%	22%	0%	10%	0%	20%	0%	4%	37%	14%	9%	7%	8%	11%	9%	92%
Quite helpful	24%	38%	25%	30%	37%	32%	72%	39%	0%	48%	11%	40%	0%	29%	57%	36%	9%	61%	8%	32%	0%	8%
Somewhat helpful	9%	22%	25%	30%	32%	26%	6%	17%	4%	23%	11%	20%	0%	25%	3%	36%	13%	14%	8%	21%	0%	0%
Not very helpful	1%	2%	0%	0%	0%	0%	0%	0%	0%	3%	11%	10%	0%	0%	0%	4%	4%	4%	0%	0%	0%	0%
Not at all helpful	1%	0%	13%	0%	0%	0%	0%	4%	0%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
I did not receive any staff development	38%	9%	0%	30%	0%	0%	6%	9%	57%	10%	33%	10%	79%	29%	3%	0%	61%	0%	60%	16%	82%	0%
I am not sure which staff development activities were SCE	6%	4%	0%	10%	0%	0%	0%	0%	13%	0%	22%	0%	11%	8%	0%	4%	0%	4%	16%	16%	0%	0%
No response	8%	6%	13%	0%	11%	5%	11%	9%	26%	6%	0%	0%	32%	4%	0%	7%	4%	11%	0%	5%	9%	0%

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
9. I find the Ladder of Skills to be																						
Extremely useful		7%		0%		0%		4%		3%		0%		0%		4%		0%		0%		92%
Quite useful		12%		20%		11%		13%		10%		10%		8%		11%		7%		32%		8%
Somewhat useful		26%		10%		16%		22%		39%		20%		17%		36%		32%		37%		0%
Not very useful		28%		20%		32%		22%		29%		30%		33%		25%		43%		32%		0%
Not at all useful		14%		0%		32%		26%		16%		20%		17%		14%		7%		07		0%
I do not use the Ladder of Skills		9%		50%		11%		13%		0%		10%		17%		11%		4%		0%		0%
No response		3%		0%		0%		0%		3%		10%		8%		0%		7%		0%		0%
10. I find the Fountain Valley to be																						
Extremely useful		8%		0%		0%		9%		0%		0%		8%		7%		0%		16%		58%
Quite useful		11%		0%		21%		17%		10%		0%		17%		11%		7%		5%		17%
Somewhat useful		20%		10%		21%		17%		39%		10%		13%		18%		21%		26%		0%
Not very useful		22%		0%		21%		17%		23%		20%		29%		18%		36%		26%		4%
Not at all usefu		17%		0%		26%		9%		19%		20%		17%		32%		7%		26%		0%
I do not use the Fountain Valley		18%		80%		11%		26%		6%		40%		17%		14%		21%		0%		0%
No Response		4%		10%		0%		4%		3%		10%		0%				7%		0%		17%
11. How useful would it be to have an outline of specific competencies that should be accomplished by students at each grade level in AISD for Language Arts?																						
very useful		65%		30%		95%		78%		81%		60%		42%		79%		57%		37%		58%
of some use		20%		20%		5%		17%		10%		20%		33%		21%		14%		53%		8%
not at all useful		3%		0%		0%		0%		3%		10%		0%		0%		11%		5%		0%
no response		12%		50%		0%		4%		6%		10%		25%		0%		18%		5%		33%

ATTACHMENT G-2
(Page 5 of 6)

PERCENT RESPONSE BY SCHOOL

ITEM	PERCENT RESPONSE ALL SCHOOLS		Allan		Baker		Blanton		Joslin		Martin		Read		Travis Hts.		Webb		Brown		Pease	
	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
Math?																						
very useful		71%		40%		89%		87%		81%		60%		50%		82%		61%		68%		67%
of some use		12%		20%		5%		4%		10%		10%		21%		14%		11%		26%		0%
not at all useful		3%		0%		0%		0%		3%		10%		4%		0%		11%		0%		0%
no response		0%		40%		5%		9%		6%		20%		25%		4%		18%		5%		33%
Science?																						
very useful		54%		30%		84%		39%		68%		60%		37%		71%		54%		21%		58%
of some use		21%		30%		11%		26%		19%		10%		21%		18%		11%		42%		25%
not at all useful		9%		0%		5%		26%		6%		0%		8%		0%		14%		16%		0%
no response		17%		40%		0%		9%		6%		30%		33%		11%		21%		21%		17%
for Social Studies?																						
very useful		52%		30%		84%		35%		68%		60%		33%		68%		54%		21%		50%
of some use		20%		30%		11%		30%		19%		10%		17%		14%		11%		42%		25%
not at all useful		9%		0%		5%		26%		6%		0%		8%		0%		14%		16%		0%
no response		19%		40%		0%		9%		6%		30%		42%		18%		21%		21%		25%
12. I have used in my classroom																						
many of the ideas from the 3-day Learning Institute at Webb		23%		30%		11%		23%		7%		0%		23%		23%		23%				
some of the ideas from the 3-day Learning Institute at Webb		30%		20%		39%		30%		33%		50%		30%		30%		30%				
few of the ideas from the 3-day Learning Institute at Webb		9%		20%		11%		9%		20%		0%		9%		9%		9%				
none of the ideas from the 3-day Learning Institute at Webb		0%		0%		0%		0%		0%		0%		0%		0%		0%				
I did not attend the Learning Institute		37%		10%		39%		37%		40%		50%		37%		37%		37%				

Appendix H

SCE AIDE QUESTIONNAIRE

Instrument Description: Title I/SCE Aide Questionnaire

Brief description of the instrument:

Contains four items requesting information about education, experience, and duties of the aides.

To whom was the instrument administered?

All Title I and SCE aides.

How many times was the instrument administered?

Once.

When was the instrument administered?

February, 1977.

Where was the instrument administered?

Not applicable.

Who administered the instrument?

The questionnaires were distributed and returned through the school mail.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Self-report measures have unknown reliability.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

SCE AIDE QUESTIONNAIRE

Purpose

The SCE Aide Questionnaire was administered to all SCE aides in order to gather information relevant to specific SCE evaluation questions. Academic background and experience as an aide (or teacher) was also solicited.

Evaluation questions for which questionnaire items were included are as follows:

1. Were SCE activities conducted as specified at Allan?
2. Were SCE activities conducted as specified at Baker?
3. Were SCE activities conducted as specified at Blanton?
4. Were SCE activities conducted as specified at Joslin?
5. Were SCE activities conducted as specified at Martin?
6. Were SCE activities conducted as specified at Read?
7. Were SCE activities conducted as specified at Travis Heights?
8. Were SCE activities conducted as specified at Webb?
9. Were SCE activities conducted as specified at Brown?
10. Were SCE activities conducted as specified at Pease?

Attachment H-1 is a copy of the questionnaire.

Procedure

The questionnaires were sent out through the school mail to all SCE aides during the third week in February. Aides were requested to return the form to ORE by February 25. All questionnaires sent to SCE aides were completed and returned to ORE after the initial mailout. Unfortunately, due to an oversight on the part of ORE, SCE aides at Allan did not receive questionnaires during the initial mailout and therefore did not receive copies of the questionnaire until two and a half months later when the oversight was discovered and corrected.

Results

All of the 14 aides returned completed questionnaires to ORE for a return rate of 100%.

Results are discussed below in relation to the appropriate evaluation questions or according to topic.

Evaluation Question: Were SCE activities conducted as specified at Allan? Baker? Blanton? Joslin? Martin? Read? Travis Heights? Webb? Brown? Pease?

Study of Figure H-1 shows that SCE aides at each school were assigned to duties as follows. The discrepancy between aide activities as shown here and aide activities as projected in the Consolidiated Application for State and Federal Assistance will be discussed in the SCE Final Report.

The two SCE aides at Allan spent very little time in instruction of students. Most of their workday was spent in preparation of materials, clerical activities, or substitute teaching.

The SCE aide at Baker was not involved in the delivery of instruction to students. Sixth-five percent of her workday was spent in clerical activities, and ten percent was spent in preparation of materials. Twenty-five percent of her time was dedicated to "other" activities.

Blanton's SCE aide spent her day working with classroom teachers, preparing materials, and performing clerical activities, according to her questionnaire responses.

The SCE aide at Joslin spent 75% of her day in preparation of materials, and the rest of the school day in "other" activities.

Martin's SCE aide also worked primarily in preparation of materials (50%) and in performance of clerical activities (50%).

The SCE aide at Travis Heights spent 10% of her work day in direct instruction of students in reading and 40% of her time in direct instruction of students in subject areas other than reading or math. Ten percent of her time was dedicated to working with classroom teachers, and the remaining 40% of her day was spent in preparing materials and "other" activities.

Almost all of the workday for the SCE aide at Webb was spent in clerical activities.

SCE aides at Brown spent the preponderance of their time in instruction of students in reading and math. Remaining time was spent primarily in preparation of materials.

The SCE aide at Pease also spent the majority of her time in instruction of students, but in this case the instruction was always in reading. The remainder of her day (30%) was spent in planning with the teacher, preparation of materials, and clerical activities.

Figure H-1: ACTIVITIES OF SCE AIDES.

Question: What percent of the school day (8:00-2:30) do you estimate that you spend in each of the following activities?

Item Responses	PERCENT RESPONSE BY SCHOOL									
	Allan n=2	Baker n=1	Blanton n=1	Joslin n=1	Martin n=1	Travis Heights n=1	Webb n=1	Brown n=5	Pease n=1	Total n=15
Direct instruction of students in READING.	5%	0%	0%	0%	0%	10%	0%	44%	70%	22%
Direct instruction of students in MATH.	2.5%	0%	0%	0%	0%	30%	0%	33%	0%	12%
Direct instruction of students in subject areas other than reading or math.	5%	0%	0%	0%	0%	10%	0%	1%	0%	3%
Planning with classroom teacher(s).	0%	0%	50%	0%	0%	0%	0%	0%	10%	6%
Preparation of materials.	35%	10%	25%	75%	50%	0%	0%	13%	10%	21%
Clerical activities.	28%	65%	25%	0%	50%	30%	90%	1%	10%	24%
Other	25%	25%	0%	25%	0%	20%	10%	7%	0%	11%

Grade Levels Receiving SCE Aide Services: Figure H-2 shows that four SCE aides were not assigned to any grade level. Four aides worked at least part of their time in first grade, and three aides worked at least part of the day in second and third grades. Five aides worked in sixth grade, while only one aide spent time working with kindergarten students and fifth graders.

Figure H-2: GRADE LEVELS TO WHICH SCE AIDES ARE ASSIGNED.

Question: At which grade level do you perform
your duties as an aide?

Responses	Frequency	Percent
K	1	7%
1	4	29%
2	3	28%
3	3	21%
4	2	20%
5	1	14%
6	5	36%
N/A	4	29%

NOTE: Total exceeds 100% because some aides work at more than one grade.

Figure H-3 shows the distribution of aide services in grades K-5 at Brown and Pease. It can be seen that the one SCE aide at Pease worked directly only with first, second, and third grade students. At Brown more of the aides worked with first, second, and third graders than with students in the other two grades.

Educational Background of SCE Aides: Figure H-4 shows that 36% of SCE aides had bachelor's degrees with teaching certificates. Fourteen percent had bachelor's degrees but no teaching certificates, and 4% more had master's degrees with teaching certificates.

Experience as an Aide: Figure H-5 shows that well over half of SCE aides had no previous experience as an aide, while the remaining 43% had three or more years experience.

Figure H-3: GRADE LEVELS AT WHICH SCE AIDES AT BROWN AND PEASE WORK.

Question: At which grade level do you perform your duties as an aide?

Grade	PERCENT RESPONSE	
	Brown (n=5)	Pease (n=1)
K	17%	0%
1	60%	100%
2	40%	100%
3	40%	100%
4	20%	0%
5	0%	0%

Figure H-4: EDUCATIONAL BACKGROUND OF SCE AIDES.

Question: What is your educational background? (Check only the highest level attained.)

Responses	Frequency	Percent
Less than high school (diploma or GED)	0	0%
GED	0	0%
High School	5	36%
Bachelor's degree with teaching certificate	5	36%
Bachelor's degree (no teaching certificate)	2	14%
Master's degree with teaching certificate	2	14%
Master's degree (no teaching certificate)	0	0%

Figure H-5: PREVIOUS EXPERIENCE AS AN AIDE

Question: How many years have you worked as an aide (not including this year)?

Responses	Frequency	Percent
0 years	8	57%
3	4	29%
4	2	14%
6	0	0%

Experience as a Teacher: Figure H-6 shows that five (35%) of the SCE aides had had three or more years of experience as a teacher, one aide had half a year of experience as a teacher, and eight aides (57%) had no previous teaching experience other than functioning as aides.

Figure H-6: PREVIOUS EXPERIENCE AS A TEACHER

Question: How many years have you worked as a teacher (not including this year)?

Responses	Frequency	Percent
0 years	8	57%
2	1	7%
3	3	21%
4	2	14%
5	1	7%
6	1	7%

ATTACHMENT H-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Dear Aide (Title I or SCE),

Please take just a couple of minutes to answer the questions below. Then fold the page over and put it in the school mail by Feb. 25.

For ORE Use Only

_ _ _
1 2 3

_ _ _
4 5 6

1 What percent of the school day (8:00-2:30) do you estimate that you spend in each of the following activities? (These estimates should add up to 100%.)

___ direct instruction of students in READING
+___ direct instruction of students in MATH
+___ direct instruction of students in subject areas other than reading or math
+___ planning with the classroom teacher(s)
+___ preparation of materials
+___ clerical activities
+___ other
=100%

7,8 — —
9,10 — —
11,12 — —
13,14 — —
15,16 — —
17,18 — —
19,20 — —

2 Check each grade level in which you perform your duties as an aide.

___ K
___ 1
___ 2
___ 3
___ 4
___ 5
___ 6
___ Not applicable, since my duties are not in the classroom.

21 —
22 —
23 —
24 —
25 —
26 —
27 —

3 What is your educational background? (Check only the highest level attained.)

___ less than high school (diploma or GED)
___ GED
___ high school diploma
___ bachelor's degree with teaching certificate
___ bachelor's degree (no teaching certificate)
___ master's degree with teaching certificate
___ master's degree (no teaching certificate)

28 —

4 How many years have you worked as an aide (not including this year)?

___ years

29,30 — —

As a teacher?

___ years

31,32 — —

Thank you!

Joy Hester

Joy Hester,
SCE/Title I Evaluator

approved: ___
Senior Evaluator for Compensatory Education Programs

approved: Freda M. Holley
Coordinator of Research and Evaluation

approved: ___
Director of Elementary Education

Appendix I

EDUCATION PLANNER INTERVIEW

Instrument Description: Education Planner Interview

Brief description of the instrument:

The interview form consisted of eight open-ended questions.

To whom was the instrument administered?

To the AISD Education Planner.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 23, 1977.

Where was the instrument administered?

In the Education Planner's office.

Who administered the instrument?

The SCE/Title I Evaluator

What training did the administrators have?

General training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not Applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

EDUCATION PLANNER INTERVIEW

Purpose

An interview was conducted with the AISD Education Planner in order to gather information relevant to the following evaluation questions.

1) How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

2) Were there problems encountered during the planning process?

3) Were problems encountered during the large scale ordering of materials at the campus level?

4) How effective was local campus planning judged to be by those involved?

5) Were SCE Planning Component activities carried out as specified?

6) Were SCE Planning Component objectives as stated in the Consolidated Application for State and Federal Assistance (CASFA) met?

Procedure

An interview form made up of eight open-ended questions was developed, and an appointment was made with the AISD Education Planner for May 23, 1977. The interview was conducted by the SCE/Title I Evaluator in the Education Planner's office. Attachment I-1 is a copy of the interview form.

Results

Interview results will be discussed according to the evaluation question for which the information is relevant.

Evaluation Question: How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

The Education Planner was asked to supplement her detailed description of the planning process which she gave to the SCE Evaluator at the end of the 1975-76 school year. The amount of time allotted for schools to plan their 1976-77 programs seems relevant to the issue of extent of planning, since adequate time would be required for extensive planning. According to the Education Planner, the original planning done by the SCE schools for 1975-76 was for a two-year program and any planning done for the second year was in terms of "embellishments" to the original programs. Schools were given approximately one month to "get their data in" for the programs they proposed for 1976-77, according to the Education Planner, but they had known all year that it would be coming so in essence had much longer than the one month to plan their programs for the following year.

Evaluation Questions: Were problems encountered during the planning process? Were problems encountered during the large scale ordering of materials at the campus level?

No problems specific to the planning process were mentioned by the Education Planner, but implementation problems caused by the lateness of funding were described as major by her. The approval, on December 31, 1976, of the SCE application within the CASFA meant that it took six months from the time of submission of the proposal until final approval was received. In the meantime, no materials could be purchased, although personnel could be hired and staff development could take place. The combination of the SCE application for funds with the Title I and Migrant applications was the root of the problem, according to the Education Planner, since a problem with any one aspect of any of the three programs meant delay for all of them.

Evaluation Question: How effective was local campus planning judged to be by those involved?

Some reservations regarding local campus planning were expressed by the Education Planner. She felt the level of sophistication of the campus planners is important to the success of local campus planning. With regard to staff development, a balance of local and system wide planning is most effective. The pattern that is often exhibited by schools is one where schools start out doing their own planning completely and then, after internal resources have been exhausted, they turn to outside sources.

Evaluation Question: Were SCE Planning Component activities carried out as specified?

Evaluation Question: Were SCE Planning Component objectives as stated in the CASFA met?

Objectives for the SCE Planning Component as stated in the CASFA were:

> The SCE staff will be responsible for developing a document which outlines expected student competencies for grades kindergarten through six, to be completed by May 31, 1977.
>
> The SCE staff will be responsible for developing a document which develops three model programs for Title I grade levels, to be completed by March 1, 1977, and fully developed by May 1, 1977.
>
> On the basis of needs assessment information gathered by SCE staff and Office of Research and Evaluation staff, as well as the document referred to in 2) above, SCE staff will develop in coordination with Title I staff program proposals that will utilize and coordinate all federal resources in the district, to be completed by March 1, 1977, for Title I, and subsequently for Title I Migrant and SCE.

The Education Planner gave the following overview of the activities of the SCE Comprehensive Planners in the areas of: student competencies, Title I models, and coordinated program proposals.

> Student competencies: Following the suggestion of an Office of Research and Evaluation staff member, it was decided during an October, 1976, meeting of supervisors and administrators that an outline of required student competencies should be developed before assessment of student competencies were attempted. A subcommittee composed of AISD instructional coordinators was formed, and frequent meetings were held. Further committees were established for each subject area, and a series of all-day meetings at the home of one of the SCE Planners followed. Prototypes of student competencies were developed at these meetings. The completed outlines of student competencies were reviewed by a committee of teachers that had been selected by AISD area directors and one of the instructional coordinators. These teachers were selected on the basis of representation of a cross-section of schools and on teaching ability, and each teacher received a packet containing the student competencies in advance of committee meetings. The outlines of student competencies were reviewed, revised, and will be printed in June for later systemwide distribution.
>
> Title I program models: SCE Planners met with Title I staff regularly throughout the school year and worked with the Education Planner, Title I staff, and Title I principals to develop three program models for 1977-78. Numerous packets and handouts were developed by the Planners during the process.
>
> Coordinated program proposals: The SCE Planners have attended Title I, Title VII, Migrant and ESAA meetings and have worked on ESAA and Title I proposals. They had writing assignments for the Title I proposal and were involved in the reviewing and editing of that proposal. They gathered extensive information regarding nonpublic schools and schools for neglected and delinquent children for Title I, and were also involved in the planning of Title I summer school.
>
> They also visited AISD funded pilot projects and pilot projects in other districts in order to get ideas for planning proposals.

Attachment I-1
(page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Education Planner Interview

1. Briefly describe the activities of the SCE Comprehensive Planners this year in developing:

    1) a document outlining student competencies for grades K-6
    2) three Title I program models
    3) coordinated program proposals

2. Please describe any other major efforts in which the Comprehensive Planners have been involved.

3. Has the document outlining student competencies been completed?

4. Have the three Title I program models been developed and outlined?

5. What problems, if any, occurred during the planning and implementation of SCE basic skills component programs for 1976-77? bilingual component? planning component?

6. What effects did the late approval of SCE for 1976-77 have on the program? (in terms of all components)

7. How long were basic skills component schools given to plan their 1976-77 programs? (include approximate dates)

8. Based on your experience with local campus planning through SCE, would you have any reservations about recommending local campus planning for the planning and implementation of future compensatory programs in AISD?

Appendix J

AREA DIRECTOR INTERVIEW FORM

Instrument Description: Area Director Interview Form

Brief description of the instrument:

The interview form contains three open-ended questions and one question with a rating scale which persons interviewed were asked to use for rating the effectiveness of local campus planning.

To whom was the instrument administered?

Four of the five AISD area directors.

How many times was the instrument administered?

Once.

When was the instrument administered?

Mid-May, 1977.

Where was the instrument administered?

In the offices of the area directors.

Who administered the instrument?

The SCE/Title I evaluator.

What training did the administrators have?

General training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

To the extent that all interviews were conducted privately in the offices of the area directors.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Area Director Interview

Purpose

Interviews were conducted with AISD area directors for the purpose of gathering information relevant to the following evaluation questions.

1. How large a role did the area directors and instructional coordinators play in the planning of SCE program activities?
2. How large a role did the area directors and instructional coordinators play in the SCE staff development activities?
3. Were there problems encountered during the planning process?
4. Were problems encountered during the large scale ordering of materials at the campus level?
5. How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?
6. How effective was local campus planning judged to be by those involved?

Procedure

Four of the five AISD area directors were interviewed during mid-May by the SCE/Title I Evaluator. It was not considered necessary to interview the fifth area director since that person was new in the position in 1976-77 and therefore had not been involved in the initial planning of SCE programs during the previous year.

All interviews were conducted in the offices of the area directors.

Attachment J-1 is a copy of the interview form.

Results

Interview results are discussed below according to the evaluation question which the information references.

Evaluation Question: How large a role did the area directors and instructional coordinators play in the planning of SCE program activities?

According to one of the area directors, he had been involved in the planning of an SCE program for AISD during the early planning stages when the decions were being made regarding where SCE monies would go. Involvement in this stage of the planning was not mentioned by the other area directors, probably due to the specific wording of the question ("In what ways were you involved in the planning of SCE programs in the schools in your areas?")

In terms of planning school programs, area directors generally were involved in the planning of SCE programs, according to their comments, only to the extent that they discussed with principals in advance the program ideas that principals were developing with their staffs, and then reviewed the campus plans that were ultimately developed.

Evaluation Question: How large a role did the area directors and instructional coordinators play in the SCE staff development activities?

Area director involvement in the SCE staff development activities was minimal, according to their interview comments. They usually discussed and reviewed in advance the plans developed by campus staff and then sometimes attended workshop sessions. One area director stated directly that the "principals and faculty should have the credit" for their SCE staff development activities.

Evaluation Question: Were there problems encountered during the planning process?

The lateness of funding was mentioned by two area directors as the biggest problem encountered, since plans are necessarily tentative until the final approval of funding is received. One of these two area directors also mentioned the problem created by the "holding back" of funds which had been earmarked for some schools. These funds were cut without adequate explanation of the formula used for making the cuts, according to the area director, and the lack of involvement of the area directors in the process was particularly inappropriate. Area directors should be involved in the higher level planning decisions, he stressed.

Another area director discussed at length the inherent problem of teacher turnover that must be considered and dealt with in any campus planning experience, although he did not directly state that this had been a problem during SCE campus planning. The other area director was not aware of any problems encountered during the planning stages.

Evaluation Question: Were problems encountered during the large scale ordering of materials at the campus level?

Lateness of funding was referred to as a problem in terms of materials as well as planning by two of the area directors, one of which elaborated by saying that a school had received materials too late this year to be as effective as had been hoped. "Red tape" and confusion over budgets was also discussed by two area directors, since lateness of receipt of materials is often the result of such problems. One area director went on to say that the number of people that purchase orders must go through means that it may take days for a purchase order to move across people's desks.

Evaluation Question: How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

Because of the minimal involvement of area directors in the planning of SCE programs, very little information relevant to this evaluation question was derived from the interviews.

Evaluation Question: How effective was local campus planning judged to be by those involved?

When the four area directors were asked to rate local campus planning on a scale from one to five (1 = Not at all effective, 3 = Somewhat effective, 5 = Extremely effective), their resulting ratings averaged to 4.2. This average rating would probably indicate enthusiasm, with some reservations, for local campus planning.

When asked if they would have any reservations about recommending local campus planning for future compensatory programs, the following reservations were voiced by the area directors. (One area director had no reservations whatsoever about local campus planning.)

> One area director had only the reservations that any future local campus planning should be directed at improving instruction in a very direct way, and that programs that will reach as many students as possible should be the goal of any campus-planned programs.
>
> Another area director voiced the reservation that continual work to keep awareness and commitment of teachers high is absolutely essential in any local campus planning.
>
> The third area director felt that far more area director involvement was needed in the local campus planning of programs, and that some principals need more support and direction than others.

All four of the area directors interviewed were enthusiastic about local campus planning in spite of the reservations voiced by them and listed above. The ownership felt by school staffs in the programs they planned, the great need for supplemental help that had been met by these programs, and the lack of extra supervisory personnel usually required by supplemental programs were discussed as strong points of local campus planning. One of the area directors stressed that no more supervisory staff were needed to implement the SCE program as it is presently structured, stating "Let staff do what they know how to do best, then give them the materials and let them do it." The ability of school staffs to best know the needs of their students was also referred to by an area director as a positive aspect of local campus planning, and another area director stressed that effective programs absolutely must involve school staffs in the early planning stages.

ATTACHMENT J-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Area Director Interviews

1. In what ways were you involved in the planning of SCE programs in the schools in your areas?

   In staff development activities?

2. Are you aware of any problems that took place during the local campus planning of SCE programs on the campuses in your area? (If so, please describe.)

   During the large scale ordering of materials?

3. Based on your experience with SCE programs, how effective would you say local campus planning has been?

1	2	3	4	5
Not at all Effective		Somewhat Effective		Extremely Effective

4. Based on your experience with local campus planning through SCE, would you have any reservations about recommending local campus planning for the planning and implementation of future compensatory programs in AISD?

Appendix K

SCE TEACHER INTERVIEW

Instrument Description: Teacher Interview

Brief description of the instrument:
The interview form consists of a one-page series of open-ended questions (number and content varying from school to school) that solicit information relevant to the conduct of the SCE program at each of the SCE schools.

To whom was the instrument administered?
Sample (20%) of teachers at the ten SCE schools.

How many times was the instrument administered?
Once to each teacher.

When was the instrument administered?
March - May, 1977

Where was the instrument administered?
In teachers' classrooms in most cases. The remainder in other teacher work areas.

Who administered the instrument?
SCE Evaluation Assistant.

What training did the administrators have?
General training and experience in interviewing.

Was the instrument administered under standardized conditions?
No.

Were there problems with the instrument [illegible] administration that might affect the validity of the data?
No.

Who developed the instrument?
Office of Research and Evaluation.

What reliability and validity data are available on the instrument?
None.

Are there norm data available for interpreting the results?
No.

TEACHER INTERVIEW

Purpose

Teachers at the ten SCE schools were queried and their SCE student records examined to obtain information concerning:

1. School-specific aspects of the SCE program unsolicited by the general teacher questionnaire administered earlier in the year.

2. The extent to which services enabled by SCE funds surpassed those provided by the normal school program.

The information provided was considered pertinent to the following evaluation questions:

1. Are SCE materials being utilized in the classroom?

2. Were SCE activities conducted as specified at the 10 SCE schools?

Procedure

A sample of teachers comprising 20% of the regular classroom teachers was selected for each of the 10 SCE schools. Sample size varied from one to seven teachers depending on the size of the teaching staff. The SCE reading teachers at four schools and one of two reading lab teachers at two schools (six teachers altogether) were also designated for interviews. Figure K-1 shows the number of teachers interviewed at each school.

Figure K-1: NUMBER OF TEACHERS INTERVIEWED BY SCHOOL.

SCHOOL	Number of Teachers Interviewed
Allan	2
Baker	4
Blanton	3 + SCE Reading Teacher
Joslin	7 + 1 of the Reading Lab Teachers
Martin	1 + SCE Reading Teacher
Read	5 + SCE Reading Teacher
Travis Heights	6
Webb	6 + 1 of the Reading Lab Teachers
Brown	4
Pease	1 + SCE Reading Teacher
Total Interviewed	45

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The principals of the 10 SCE Basic Skills Component schools were sent a memo in February, 1977 informing them of the need for a follow-up to a recent teacher questionnaire and giving the names of the teachers who had been selected for interviews. A copy of the interview form, Attachment K-1, was also provided to them. This was shared by the principal with the teachers to be interviewed in some cases.

Interviews were conducted by the SCE Evaluation Assistant during March, April, and early May. Teachers were informed in advance by memo and were contacted in person or by telephone to set up appointments. At the time of the interview, the progress records kept by teachers were examined for a sample of randomly selected SCE students. The examination process was an informal one and was conducted not to evaluate the contents of the records but to ascertain what records were kept.

Results

Results will be presented according to the evaluation question to which they pertain.

Any discrepancy between the results presented here and projected school plans as described in the CASFA (Consolidated Application For State and Federal Assistance), will be discussed in the SCE Final Report, 1976-77. A general overview of teacher assessments of the SCE program will follow the school-specific results. This will in turn be followed by a presentation of the results of the records check.

Evaluation Question: Are SCE materials being utilized in the classroom?

Teachers at each school were asked to describe the procedure by which SCE materials were made available to them for use with their SCE students. Their responses will be presented by school below.

Allan: SCE materials at Allan were housed in a resource room and were available for checkout by the teacher. Those materials which were sufficiently abundant such that they did not need to be shared were kept in individual teachers' classrooms.

Baker: At Baker, SCE materials were checked out from a materials center, often referred to as the "SCE room." The SCE aide at Baker provided assistance in locating materials.

Blanton: Blanton teachers had on hand a catalogue with current listings of SCE materials available. Books and other printed materials were checked out from the SCE room through the SCE aide. Videotapes were checked out from the library. Some textbooks were assigned to teachers.

Joslin: SCE materials purchased specifically for the reading program were kept in the specialized reading room. Other materials were checked out from the reference room or the library. Some materials, both consumables and non-consumables, were distributed by unit (teaching team). Periodic bulletins were sent to teachers informing them of newly arrived materials.

Martin: Three teachers in three subject areas and three teachers in a fourth subject area were the chairpersons in charge of SCE materials at Martin. SCE materials were checked out from the appropriate teacher. Teachers had some SCE materials on hand.

Read: All reading materials at Read were kept in the SCE reading lab and were available to teachers through the SCE reading teacher. Math materials were shared among the members of each teaching team.

Travis Heights: SCE materials at Travis Heights were issued to teachers and to teaching teams. Some materials could be checked out from the library. Library bulletins were sent to teachers to notify them of incoming materials.

Webb: SCE materials at Webb were assigned to teaching teams and were shared and exchanged within them. Some SCE materials were stationed in the reading lab. Others were available by checkout from the library.

Brown: At Brown, SCE materials were assigned to the classroom teacher. SCE materials placed in the library were also available.

Pease: Pease teachers had some SCE materials on hand. Other SCE materials could be checked out from both the library and the reading lab.

Evaluation Question: Were SCE activities conducted as specified at Allan?

A question directed to the two Allan teachers who were interviewed asked to what extent they had had the services of an instructional aide in their classrooms. Their responses indicated the availability of an aide on a daily basis during the school day, as well as before and after school.

Allan teachers were asked if they used the scope and sequence charts that were developed by Allan staff the previous spring and summer and, if so, to what extent. Both responded in the affirmative. One teacher used them daily to determine which skills would be studied and to write in task books (contracts) for individual student work on skill deficits. The other teacher used them on a limited basis in reading (for planning), and more extensively in math.

A further query asked Allan teachers if they had kept skill mastery charts on their SCE students. Both replied that they had. One teacher updated them daily in math and less often in reading.

Evaluation Question: Were SCE activities conducted as specified at Baker?

The first item on the Baker interview form dealt with participation in staff development using videotape equipment - had Baker teachers used videotape feedback sessions in which teaching activities and interactions with identified students which had been previously videotaped were analyzed? None of the four teachers interviewed had participated in this type of staff development.

Baker teachers did, however, use their videotape facilities in other ways. One teacher had taped student activities as part of a social studies unit. Three teachers had used the videotape equipment for language arts activities. Two had participated in staff development aimed at learning to use the equipment. Three teachers had taped or shown educational television programs.

Three of the four Baker teachers questioned had maintained Fountain Valley profile sheets on all of their SCE students. One had not, but intended to do so later in the year.

Evaluation Question: Were SCE activities conducted as specified at Blanton?

The first item on the interview form asked three Blanton teachers and the SCE Reading Teacher if they had videotaped any lessons for use in their classrooms and, if yes, how many. The three teachers had taped one, two, and nine lessons. The SCE Reading Teacher had taped eight lessons.

Responses to an inquiry as to how often they had used one of the videotaped lessons produced by Blanton faculty in their classrooms indicated varying usage. One teacher used videotaped lessons once or twice a month. Another used them twice a month. A third had used only three videotape lessons all year. The SCE Reading Teacher estimated that she used videotape lessons on the average of once every three weeks.

Two teachers had used the videotape facilities in other ways. One had used them during a teacher inservice. Another had taped student activities and behavior, as well as commercial television programs. One teacher and the SCE Reading Teacher had not used the videotape facilities apart from the videotape lessons.

Two of the three Blanton teachers queried had kept Ladder of Skills records on their SCE students. One teacher and the SCE Reading Teacher intended filling them out at the end of the year.

A question directed only at the SCE Reading Teacher asked how often she was serving her SCE students. She stated that she was serving one group of SCE students one day and another group the following, so each individual SCE student was served every other day.

Evaluation Question: Were SCE activities conducted as specified at Joslin?

Joslin teachers were asked if they kept any records of the progress of their SCE students. Though all seven teachers interviewed responded in the affirmative, six went on to add that the records they kept were the same for all students, including SCE students.

The Reading Lab Teacher interviewed was asked how often she was serving her SCE students. Her reply was "daily."

Evaluation Question: Were SCE activities conducted as specified at Martin?

One classroom teacher and the SCE Reading Teacher at Martin were asked if they kept progress records on their SCE students for reading and math. The classroom teacher answered that she did keep progress records but they were the same as for non-SCE students. The SCE Reading Teacher naturally kept only reading records.

When asked how often she was serving her SCE students, the SCE Reading Teacher responded that she taught four days a week for forty-five minutes per day. The fifth day was used for curriculum development.

Evaluation Question: Were SCE activities conducted as specified at Read?

The first item on the Read interview form dealt with communication between the SCE Reading Teacher and regular classroom teachers - how had the SCE Reading Teacher communicated to classroom teachers the reading progress of their students who attended the SCE Reading Lab? All but one of the teachers interviewed indicated that communication between themselves and the SCE Reading Teacher had been both written and oral. One teacher indicated she had had no contact with the SCE Reading Teacher with the exception of written reports for parental conferences. Four teachers described oral communication as occurring on an informal basis, and written communication occurring prior to parent conferences. One teacher noted that the SCE Reading Teacher encouraged teachers to visit the SCE Reading Lab. The SCE Reading Teacher stated that she communicated with teachers by team and individually at faculty meetings. She also provided teachers with written reports four times a year.

Read teachers were asked to describe in what ways they had used their videotape facilities. Responses to the question indicated that all five of the teachers tuned in the daily morning broadcast produced by Read students. Two teachers had taped and shown educational television programs. One teacher had taped students in a social studies activity. The SCE Reading Teacher had taped student book reports and had regularly taped and shown a particular educational television program.

All but one of the Read teachers kept progress records on their SCE students. The teacher that did not keep such records taught no SCE students in math and stated that the SCE Reading Teacher kept the reading records on her SCE students. The SCE Reading Teacher kept progress records on the SCE students attending the reading lab.

When asked how often she was serving her SCE students, the SCE Reading Teacher responded that she served them in the SCE Reading Lab for one hour daily.

Evaluation Question: Were SCE activities conducted as specified at Travis Heights?

Travis Heights teachers were asked to describe in what ways they had used their videotape facilities - production in particular, viewing in general. Their responses were that they used their videotape facilities to:

1. View the daily morning newscast produced by students (six teachers)
2. Produce a morning newscast (three teachers)
3. View educational and commercial television programs (five teachers)
4. Tape students in various activities (four teachers)
5. Produce a teacher lesson (one teacher)
6. Conduct a teacher workshop in social studies (one teacher)

A further item on the Travis Heights interview form dealt with the development of an educational plan for each SCE student - had such a plan been developed? Teacher responses were mixed on this question. One teacher's response was an unconditional no. Another teacher indicated that an educational plan was developed but in terms of groups, not individual students. A third teacher stated that plans were developed for all students and that SCE students were not considered as a group apart. The three teachers who answered positively couched their answers in terms of the SCE materials with which SCE students worked. One teacher stated that an educational plan developed for each SCE student in general outline was made more detailed after receipt of the materials. Two other teachers stated that educational plans for their SCE students were developed from the materials.

All six Travis Heights teachers indicated they kept progress records on their SCE students. Two teachers, however, went on to state that the records they kept were not different from those kept on non-SCE students.

Evaluation Question: Were SCE activities conducted as specified at Webb?

Six classroom teachers and one reading lab teacher at Webb were asked if they had kept Ladder of Skills and Fountain Valley records on their SCE students. All teachers responded that they did.

A question directed only at the reading lab teacher asked how often SCE students were served. The answer was one hour daily.

Evaluation Question: Were SCE activities conducted as specified at Brown?

A question on the interview form asked Brown teachers to what extent they had had the services of an SCE instructional aide in their classrooms. Responses by two teachers indicated an SCE instructional aide was serving in their classrooms daily for varying periods of time. One teacher had the services of an aide for two and one-half hours daily. The other received SCE aide services for one and one-half hours. Two other teachers received aide services but from a Title I aide, not an SCE aide.

A further interview question asked if an individual program had been developed for each SCE student. Teacher responses were divided on this question, with two yeses and two nos.

Evaluation Question: Were SCE activities conducted as specified at Pease?

One classroom teacher and the SCE Reading Teacher at Pease were asked if a math learning lab had been set up in their classrooms. The answer was yes for both teachers.

Two questions were asked only of the SCE Reading Teacher. The first dealt with the maintenance of records on each SCE student in the SCE Reading Lab. The SCE Reading Teacher maintained several records of student progress. The second question requested the frequency that SCE students were served. SCE students were served according to the schedule below:

1. First grade - two hours per day
2. Second grade - forty to forty-five minutes per day
3. Third grade - thirty minutes two or three times weekly
4. Fourth grade - forty minutes per day
5. Fifth grade - forty-five minutes per day

Services Provided Through SCE Funds

Teachers at each school were asked to describe what services their low achieving students had received this year that they would not have received if there had been no SCE program at their school. The information provided by their responses constitutes a general overview of the SCE program as perceived by teachers and will be presented by school below.

Allan: SCE services mentioned by Allan teachers were:

1. Individualized instruction
2. Availability of materials
3. Greater integration of skill levels within each classroom

Baker: Services noted by Baker teachers were largely concerned with materials:

1. Exposure of students to lower-level materials
2. Extra materials and inservices on their effective use
3. Greater availability of materials

Other services mentioned:

4. Distribution to each student of a book of creative writings by Baker Students
5. New ideas and techniques derived from SCE-sponsored workshops

Blanton: Classroom teachers at Blanton saw the services provided by the SCE program as:

1. Greater variety of lower level, high interest materials
2. More teacher time available, due to the materials available and the services provided by the SCE aide
3. More instructional time and a reduced number of reading groups due to the services of the SCE Reading Teacher

The SCE Reading Teacher saw the SCE program as providing:

1. More classroom teacher contact with student
2. More grade level appropriate, high-interest materials
3. Closer monitoring of individual progress

Joslin: Joslin classroom teachers described the services provided by the SCE program as:

1. Enrichment for lower-level students
2. More teacher-time with students
3. More on-level high interest materials for students
4. More supplies
5. The services of the SCE aide
6. Inservice training
7. Readier assessment of student abilities
8. Math labs
9. Reading programs, expecially the specialized reading program conducted in the reading lab
10. "Moderate" help for students in basic skill areas

The reading lab teacher felt that the SCE program provided:

1. Materials which allowed her greater breadth in teaching particular skills
2. Funds for testing materials

Martin: The Martin teacher, when questioned about the services her low achieving students received, named:

1. Manipulative materials in science and social studies
2. Classroom libraries
3. Better math texts
4. Supplementary materials.

The SCE Reading Teacher listed:

1. A reading specialist (herself)
2. Audiovisual equipment
3. A broad spectrum of materials and supplies

Read: Read classroom teachers named the following services:

1. Lower-level materials for students

2. More teacher attention to students due to the SCE Reading Teacher
3. The SCE Reading Teacher in the SCE Reading Lab
4. More individualized teacher help for students

The SCE Reading Teacher included these services:

1. Multi-media, multi-level materials
2. The SCE Reading Lab with the SCE Reading Teacher

Travis Heights: At Travis Heights, teachers saw the following as services received by their low achieving students:

1. Lower-level materials for remediating deficient skills, enhancing and increasing existing skills
2. Below-level texts and materials
3. A specialized reading program for below-level readers
4. Exposure of students to supplementary materials
5. The opportunity for students to be on videotape
6. Greater variety and abundance of materials
7. More exposure of students to literature.

Webb: Classroom teachers at Webb described the services provided by the SCE programs as:

1. Greater availability of materials on the students' level
2. More variety of materials
3. Increased time for the teacher to work with individual students
4. The reading lab and reading teacher
5. The services of a clerical aide

The reading lab teacher named:

1. On-level readers and workbooks
2. Other remedial materials

Brown: The teachers at Brown listed the following services:

1. More materials
2. More individual help by the teacher
3. Materials made by teachers in an SCE summer workshop
4. One-to-one instruction of students by an aide.

Pease: The Pease classroom teacher, when asked what services SCE students had received, named:

1. The reading lab and the SCE Reading Teacher
2. Smaller instructional groups in math
3. Instructional materials

The SCE Reading Teacher listed:

1. Special reading and math programs
2. New materials

Teachers at each sixth grade school and the SCE Reading Teacher at Pease were asked what progress records, if any, they would have kept on their SCE students if there had been no SCE program in their schools. The great majority of teachers questioned answered that they would have kept the same records as they were presently keeping.

This item [illegible] in almost every instance followed by a check of the records teachers did maintain on their SCE students.

In summary, an examination of the records of teachers at the SCE schools showed that:

1. All teachers were keeping records.
2. In the majority of cases, the records kept were those already required by the school district.
3. Some teachers supplemented district-required records with record keeping systems specific to their own needs.
4. Some teachers required their students to maintain their individual records.

Date: ______________

ATTACHMENT K-1
(Page 1 of 10)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ALLAN

1. To what extent have you had the services of an instructional aide in your classroom?

2. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

3. Have you used in your classroom this year the scope and sequence charts that were developed by Allan staff last spring and summer?

   If yes, to what extent?

   If no, why not?

4. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

5. Have you kept skill mastery charts on your SCE students?

What progress records, of any, would you have kept on these students if there had been no SCE program in your school?

Date: ____________________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ATTACHMENT K-1
(page 2 of 10)

BAKER

1. Have you participated in staff development using videotape feedback sessions in which teaching activities and interactions with identified students which had been previously videotaped were analysed?

   If yes, how may sessions?

   How effective do you feel these sessions were?

2. In what other ways have you used the videotape facilities in your school this year?

3. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

4. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

5. Have you maintained Fountain Valley profile sheets on all your SCE students?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

Date: ________________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ATTACHMENT K-1
(page 3 of 10)

BLANTON

1. Have you videotaped any lessons for use in your classroom this year?

   If yes, how many lessons?

2. How often have you used in your classroom one of the videotaped lessons that were produced by the Blanton faculty?

3. In what other ways have you used the videotape facilities in your school this year?

4. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

5. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

6. Have you kept Ladder of Skills records on your SCE students?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

*7. How often are you serving your SCE students?

SCE Reading Teacher only.

Date: ______________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ATTACHMENT K-1
(page 4 of 10)

JOSLIN

1. By what precedure have SCE materials been made available to you for use with SCE students in your classroom?

2. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

3. Do you keep any records of the progress of your SCE students?

What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

*4. How Ofent are you serving your SCE students?

*Reading Lab Teacher only.

Date: ____________________

ATTACHMENT K-1
(page 5 of 10)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

MARTIN

1. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

2. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

3. Do you keep progress records on your SCE students for reading and math?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

*4. How often are you serving your SCE students?

*SCE Reading Teacher only.

Date: ____________________

ATTACHMENT K-1
(page 6 of 10)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

READ

1. How has the SCE Reading Teacher communicated to you the reading progress of your students who attend the SCE Reading Lab?

2. In what ways, if any, have you used the videotape facilities in your school?

3. By what procedures have SCE materials been made available to you for use with SCE students in your classroom?

4. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

5. Do you keep progress records on your SCE students?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

*6. How often are you serving your SCE students?

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*SCE Reading Teacher only.

Date: ____________________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TRAVIS HEIGHTS

1. In what ways have you used the videotape facilities in your school? (production in particular - viewing in general.)

2. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

3. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

4. Was an educational plan developed for each of your SCE students? Would a plan of a similar nature have been developed if there had been no SCE program in your school?

5. Do you keep progress records on your SCE students?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

Date: ____________________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

WEBB

1. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

2. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

3. Have you kept Ladder of Skills and Fountain Valley records on your SCE students?

   What progress records, if any, would you have kept on these students if there had been no SCE program in your school?

*4. How often are you serving your SCE students?

*Reading Lab Teacher only.

Date: ____________________

ATTACHMENT K-1
(page 9 of 10)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

BROWN

1. By what procedure have SCE materials been made available to you for use with SCE students in your classroom?

2. To what extent have you had the services of an instructional aide in your classroom?

3. What services have your low achieving students received this year that they would not have received if there had been no SCE program in your school?

4. Was an individual program developed for each of your SCE students? Would a program of a similar nature have been developed if there had been no SCE program in your school?

Date: ____________________

ATTACHMENT K-1
(page 10 of 10)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PEASE

1. By what procedure have SCE materials been made available to you for use in your classroom? Does this include math materials?

2. Has a math learning lab been set up in your classroom?

3. What services have your SCE students received this year that they would not have received if there had been no SCE program in your school?

*4. Have records been maintained on each SCE student served in the SCE Reading Lab? Would similar records have been kept if there had been no SCE program in your school?

*5. How often are you serving your SCE students?

*SCE Reading Teacher only.

Appendix L

STUDENT VIDEOTAPE QUESTIONNAIRE

Instrument Description: Student Videotape Questionnaire

Brief description of the instrument:

The instrument is made up of two parts:

1) a one-page questionnaire containing six items related to amount of videotape usage by the student
2) a set of 8 cards, each of which contains an identifying symbol and a stated videotape or other classroom activity; the student is asked to rank the activities according to preference.

To whom was the instrument administered?

A sample of four classrooms in each of four schools (Baker, Blanton, Reed, and Travis Heights).

How many times was the instrument administered?

Once.

When was the instrument administered?

April 12, 13, 14, 15 of 1977.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

SCE Evaluation Assistant.

What training did the administrators have?

A pilot administration of the instrument.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

STUDENT VIDEOTAPE QUESTIONNAIRE

Purpose

Information about the videotape activities at Baker, Blanton, Read, and Travis Heights Sixth Grade Schools was collected as relevant to the following evaluation questions:

1. Were SCE activities conducted as specified at Baker?
2. Were SCE activities conducted as specified at Blanton?
3. Were SCE activities conducted as specified at Read?
4. Were SCE activities conducted as specified at Travis Heights?
5. Which SCE activities appear to have produced better results in terms of student attitude toward school?

Procedure

The instrument was developed by ORE staff and field tested in mid-March. The principals of the four schools involved were contacted by memo to inform them of the need for the questionnaire and that they would be contacted by the SCE Evaluation Assistant for the purpose of selecting four classrooms and arranging an administration date in mid-April.

Appointments were scheduled with principals for late March. The SCE Evaluation Assistant met with three of the principals in person, and the fourth was contacted by telephone. During these discussions with principals, classes were randomly selected to receive the questionnaire (one class to a teaching team of approximately four teachers), and a schedule of administration was arranged. With the exception of two classes at Read, all classes were scheduled for a morning administration of the questionnaire.

The instrument was administered to four classes in each of the four schools on successive days in mid-April. Students were asked to respond to questionnaire items pertaining to the frequency that they engaged in six instructional activities. They were also asked to rank these six classroom activities plus two additional ones in order of preference, from highest to lowest. Instructions for the ranking activity were read aloud verbatim to all classes.

Attachments L-1 and L-2 are copies of the instrument and the instructions, respectively.

Results

Results will be discussed according to the evaluation question to which they pertain. Any discrepancy observed between the results presented and the specific activities referred to in the evaluation question will be discussed in the final report for SCE, 1976-77.

Note: While eight activities were ranked by students, correlations were derived for only those six on which students provided level of participation data.

Evaluation Question: Were SCE activities conducted as specified at Baker?

Level of Participation: Figure L-1 shows the level of participation in each of six classroom activities by SCE and non-SCE students at Baker.

As can be seen from the figure, the activities in which the largest percentage of SCE students participated "every day or nearly every day" and "about once a week" were "listening to a lesson on a tape recorder during school" and "watching a film or a filmstrip during school." "Watching other students in school on television" and "watching an educational program during school that was not made by someone in school." figured prominently among SCE students "about once a month." The other activities took place for the most part "a couple of times all year" or "not ever."

Non-SCE students at Baker participated in none of the six activities "every day or nearly every day." The activity in which the greatest percentage participated "about once a week" was "watching a film or a filmstrip during school." Most non-SCE students at Baker watched other students in school on television "a couple of times all year." Less than ten percent ever watched a teacher teach a lesson on school television.

Significant differences between the two groups of students occurred on three of the six activities described below.

1. SCE students at Baker listened to a lesson on a tape recorder significantly more often than did non-SCE students in that school.

2. Non-SCE students were on television as part of a lesson or school activity significantly more often than SCE students at Baker.

3. SCE students watched a teacher teach a lesson on school television significantly more often than did non-SCE students.

Mean Ranking of Activities: In terms of their preferences for these same three activities, SCE students:

1. preferred listening to a lesson on a tape recorder more than non-SCE students but not significantly;
2. rated being on television as part of a lesson or school activity lower (but non-significantly) than non-SCE students;
3. indicated a significantly higher preference for watching a teacher teach a lesson on school television than did non-SCE students.

No other rankings were significantly different, although the higher ranking of "watch a film during school" by non-SCE students approached the .05 level of significance. (See Figure L-2)

Correlations Between Level of Participation and Ranking: As shown in Figure L-3, none of the three activities discussed above had significant correlations for either SCE or non-SCE groups. Another activity, however--"watch a film during school"--did have a significant negative correlation for non-SCE students only. A negative correlation indicates that the students who participated in the activity the most frequently also ranked it the highest (1 being the highest ranking, 8 being the lowest.)

Evaluation Question: Were SCE activities conducted as specified at Blanton?

Level of Participation: As shown in Figure L-1, nearly half of the SCE students at Blanton watched a film or a filmstrip "every day or nearly every day." Approximately one-fifth watched an educational television program with the same frequency. Slightly less than one-half of Blanton's SCE students watched a teacher teach a lesson on school television at least once a month. Less than one-third ever went on television themselves as part of a lesson or a school activity.

One-half of the non-SCE students at Blanton watched a film or a filmstrip "every day or nearly every day." Approximately one-tenth watched an educational television program with the same frequency. Nearly one-half of the non-SCE students at Blanton had been on television as part of a lesson or school activity "a couple of times all year," but no more frequently. Less than one-third watched a teacher teach a lesson on school television more frequently than "a couple of times all year."

No significant differences between SCE and non-SCE students occurred at Blanton for any of the six activities. "Watching a teacher in school teach a lesson on school television" was closest to significance, with SCE students participating in this activity more frequently than non-SCE students.

Mean Ranking of Activities: SCE students at Blanton indicated a preference greater than that indicated by non-SCE students for listening to a lesson on a tape recorder, being on television themselves, working a lesson in a workbook, and watching an educational television program. The inverse was true for having a lesson taught by a teacher in person, watching a teacher teach a lesson on school television, watching other students on television, and watching a film. None of the differences in the rankings by the two groups were significant; however, ranking for "watch other students in my school on television" approached a significant difference most closely. (See Figure L-2.)

Correlations Between Level of Participation and Ranking: As seen in Figure L-3, there were no significant correlations between level of participation and ranking for any of the activities by either SCE or non-SCE students at Blanton.

Evaluation Question: Were SCE activities conducted as specified at Read?

Level of Participation: As seen in Figure L-1, numbers approaching one-half of the SCE students at Read watched other students in school on television and watched a film or a filmstrip "every day or nearly every day." Nearly one-quarter listened to a lesson on a tape recorder with the same frequency. Slightly less than one-quarter watched an educational television program more frequently than "a couple of times all year." One-fifth of Read's SCE students had watched a teacher teach a lesson on school television. Slightly more than one-third had been on television themselves as part of a lesson or school activity.

Nearly one-half of Read's non-SCE students watched other students in school on television "every day or nearly every day." Slightly fewer watched a film or a filmstrip as often. About two-thirds of the non-SCE students at Read listened to a lesson on a tape recorder no more frequently than "a couple of times all year." Slightly more than one-half watched an educatinal television program "a couple of times all year." Only fifteen percent of the non-SCE students watched a teacher teach a lesson on school television. Almost one-half went on television themselves at least as frequently as "a couple of times all year."

A significant difference in level of participation by SCE and non-SCE students occurred at Read only for "listening to a lesson on a tape recorder during school." SCE students listened to a tape recorder significantly more often than non-SCE students. They also watched educational programs with near significantly greater frequency than non-SCE students. (See Figure L-1.)

Mean Ranking of Activities: Figure L-2 shows that differences in ranking by SCE and non-SCE students were not significant for any of the eight activities. Ranking differences for "be on television myself as part of a lesson or school activity" were nearly significant.

Correlations Between Level of Participation and Ranking: As shown in Figure L-3, no significant correlations occurred between level of participation and ranking for any of the activities by either SCE or non-SCE students at Read.

Evaluation Question: Were SCE activities conducted as specified at Travis Heights?

Level of Participation: At Travis Heights (as shown in Figure L-1), more than four-fifths of the SCE students watched other students in school on television "every day or nearly every day." Nearly one-fifth listened to a lesson on a tape recorder as frequently. More than two-thirds of the SCE students watched a film or a filmstrip at least as often as "once a month." One-half watched an educational television program at least that often. Only slightly more than one-fifth ever watched a teacher teach a lesson on school television. Almost three-quarters of the SCE students at Travis Heights appeared on school television at least as often as "a couple of times all year."

Almost ninety percent of the non-SCE students at Travis Heights watched other students on school television "every day or almost every day." Ninety percent watched a film or a filmstrip at least as frequently as "about once a month." Over half watched an educational television program that frequently. Less than one-fifth of the non-SCE students every watched a teacher teach a lesson on school television. Almost ninety percent of the non-SCE students at Travis Heights appeared on school television at least as often as "a couple of times all year." Figure L-1 shows that the levels of participation in each of the activities by SCE and non-SCE students at Travis Heights did not differ significantly.

Mean Ranking of Activities: As shown in Figure L-2, significant differences in ranking by SCE and non-SCE students occurred for two activities. SCE students at Travis Heights rated having a lesson taught by a teacher in person higher than did non-SCE students. Non-SCE students, on the other hand, showed a greater preference than SCE students for being on television themselves.

Correlations Between Level of Participation and Ranking: No significant correlations developed for either SCE or non-SCE students between level of participation and ranking for any of the six activities. (See Figure L-3.)

Evaluation Question: Which SCE activities appear to have produced better results in terms of student attitude toward school?

Level of Participation: For all schools, significant differences in level of participation by SCE and non-SCE students occurred for two activities. SCE students listened to a lesson on a tape recorder significantly more often than did non-SCE students. They also watched a teacher teach a lesson on school television significantly more often. (See Figure L-1.)

Mean Ranking of Activities: Differences in ranking for all schools by SCE and non-SCE students were significant for only one activity, "be on television myself as part of a lesson or school activity." SCE students rated this activity as more desirable than did non-SCE students. Ranking differences for "work a lesson in a workbook" were nearly significant, with SCE students ranking this activity higher than non-SCE students. (See Figure L-2.)

Correlations Between Level of Participation and Ranking: Significant negative correlations (shown in Figure L-3) occurred among the non-SCE students of all schools for "watch other students in my school on television" and "watch a film during school." No significant correlations, positive or negative, between level of participation and ranking were found among SCE students.

Summary

Findings from Figures L-1, L-2, and L-3 are summarized below.

1. Few differences in level of participation by SCE and non-SCE students were found among individual schools, but differences were found for all schools together on "listening to a lesson on a tape recorder" and "watching a teacher in school teach a lesson on school television." SCE students participated significantly more often than non-SCE students in both activities.

2. Only isolated differences in rankings of activities by SCE and non-SCE students among individual schools were found.

3. Ranking was significantly different for all schools on one activity--"be on television myself as part of a lesson or school activity." Non-SCE students ranked this activity higher than SCE students. Level of participation was not significantly different between SCE and non-SCE students for this activity.

4. Three of sixty correlations between level of participation and ranking occurred. Since this number could be expected to occur solely by chance (1 in 20 or .05), no statement concerning the relationship between level of participation and ranking could be made with statistical confidence.

5. In general, SCE students and non-SCE students were basically the same in terms of their participation in the various activities, in how they ranked the activities, and in the relationship between their level of participation and ranking.

Conclusion

There were so few participation differences that SCE students probably did not receive instruction through videotape which was significantly different from what non-SCE students received.

There was no consistent correlation between activity, participation. and ranking. Participating in these activities cannot be said to increase students' preference for them.

Non-SCE students (higher achievers) had a significantly stronger preference for being on television themselves than did SCE students (low achievers). However, the rank ordering of the activities was virtually identical for the two groups. This would indicate that low and high achievers generally prefer the same types of activities.

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 1 of 6)

Activity: Listening to a lesson on a tape recorder during school.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	12	0	p = .0324*
	About once a week	21	4	
	About once a month	14	27	
	A couple of times all year	40	64	
	Not ever	14	4	
	Number of students surveyed	43	45	
Blanton	Every day or nearly every day	10	0	p = .2812
	About once a week	24	22	
	About once a month	21	31	
	A couple of times all year	42	44	
	Not ever	3	3	
	Number of students surveyed	62	36	
Read	Every day or nearly every day	23	8	p = .0046*
	About once a week	20	9	
	About once a month	17	16	
	A couple of times all year	37	61	
	Not ever	3	6	
	Number of students surveyed	30	64	
Travis Heights	Every day or nearly every day	19	17	p = .2613
	About once a week	32	13	
	About once a month	15	27	
	A couple of times all year	29	40	
	Not ever	5	3	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	15	6	p = .0002*
	About once a week	25	11	
	About once a month	17	23	
	A couple of times all year	37	55	
	Not ever	6	5	
	Number of students surveyed	194	175	

*Significant at the .05 level or better.

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 2 of 6)

Activity: Being on television as part of a lesson or a school activity.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	0	0	p = .0313*
	About once a week	7	2	
	About once a month	5	18	
	A couple of times all year	40	64	
	Not ever	48	16	
	Number of students surveyed	42	45	
Blanton	Every day or nearly every day	0	0	p = .3580
	About once a week	2	0	
	About once a month	2	0	
	A couple of times all year	28	47	
	Not ever	69	53	
	Number of students surveyed	61	36	
Read	Every day or nearly every day	0	0	p = .8874
	About once a week	0	2	
	About once a month	17	3	
	A couple of times all year	20	45	
	Not ever	63	51	
	Number of students surveyed	30	65	
Travis Heights	Every day or nearly every day	5	0	p = .3025
	About once a week	8	3	
	About once a month	5	7	
	A couple of times all year	73	87	
	Not ever	8	3	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	2	0	p = .8839
	About once a week	5	2	
	About once a month	6	7	
	A couple of times all year	43	57	
	Not ever	45	34	
	Number of students surveyed	192	176	

*Significant at the .05 level or better.

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 3 of 6)

Activity: Watching other students in school on television.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	5	0	p = .7819
	About once a week	2	0	
	About once a month	12	13	
	A couple of times all year	56	82	
	Not ever	26	4	
	Number of students surveyed	43	45	
Blanton	Every day or nearly every day	2	0	p = .7567
	About once a week	8	3	
	About once a month	13	14	
	A couple of times all year	60	75	
	Not ever	18	8	
	Number of students surveyed	62	36	
Read	Every day or nearly every day	43	49	p = .5864
	About once a week	17	15	
	About once a month	13	12	
	A couple of times all year	23	22	
	Not ever	3	2	
	Number of students surveyed	30	65	
Travis Heights	Every day or nearly every day	83	87	p = .6617
	About once a week	3	0	
	About once a month	0	3	
	A couple of times all year	10	10	
	Not ever	3	0	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	34	33	p = .5391
	About once a week	7	6	
	About once a month	9	11	
	A couple of times all year	38	46	
	Not ever	13	3	
	Number of students surveyed	194	176	

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 4 of 6)

Activity: Watching a teacher in school teach a lesson on school television.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	0	0	p = .0082*
	About once a week	2	0	
	About once a month	9	0	
	A couple of times all year	16	9	
	Not ever	72	91	
	Number of students surveyed	43	45	
Blanton	Every day or nearly every day	0	0	p = .1126
	About once a week	16	9	
	About once a month	27	20	
	A couple of times all year	50	60	
	Not ever	6	11	
	Number of students surveyed	62	35	
Read	Every day or nearly every day	3	2	p = .2566
	About once a week	0	0	
	About once a month	10	2	
	A couple of times all year	7	12	
	Not ever	80	85	
	Number of students surveyed	30	65	
Travis Heights	Every day or nearly every day	2	3	p = .9738
	About once a week	3	3	
	About once a month	3	3	
	A couple of times all year	14	7	
	Not ever	78	83	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	1	1	p = .0006*
	About once a week	7	2	
	About once a month	13	5	
	A couple of times all year	25	20	
	Not ever	54	71	
	Number of students surveyed	194	175	

*Significant at the .05 level or better.

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 5 of 6)

Activity: Watching an educational program during school that was not made by someone in school.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	2	0	p = .4237
	About once a week	7	11	
	About once a month	21	27	
	A couple of times all year	51	50	
	Not ever	19	11	
	Number of students surveyed	43	44	
Blanton	Every day or nearly every day	19	11	p = .8318
	About once a week	21	31	
	About once a month	8	9	
	A couple of times all year	44	37	
	Not ever	8	11	
	Number of students surveyed	62	35	
Read	Every day or nearly every day	3	3	p = .0529
	About once a week	7	18	
	About once a month	13	22	
	A couple of times all year	63	52	
	Not ever	13	5	
	Number of students surveyed	30	65	
Travis Heights	Every day or nearly every day	10	3	p = .9810
	About once a week	22	20	
	About once a month	19	33	
	A couple of times all year	19	23	
	Not ever	31	20	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	10	4	p = .7730
	About once a week	16	20	
	About once a month	15	22	
	A couple of times all year	41	44	
	Not ever	18	10	
	Number of students surveyed	194	174	

Figure L-1: SCE STUDENT VIDEOTAPE QUESTIONNAIRE
LEVEL OF PARTICIPATION (page 6 of 6)

Activity: Watching a film or a filmstrip during school.

School	Level of Participation	Percentage of Students Responding		Probability there is no difference between the groups
		SCE Students	Non-SCE Students	
Baker	Every day or nearly every day	14	0	p = .4120
	About once a week	23	24	
	About once a month	42	64	
	A couple of times all year	19	11	
	Not ever	2	0	
	Number of students surveyed	43	45	
Blanton	Every day or nearly every day	47	50	p = .2311
	About once a week	39	44	
	About once a month	6	6	
	A couple of times all year	8	0	
	Not ever	0	0	
	Number of students surveyed	62	36	
Read	Every day or nearly every day	47	45	p = .1582
	About once a week	10	32	
	About once a month	23	17	
	A couple of times all year	20	6	
	Not ever	0	0	
	Number of students surveyed	30	65	
Travis Heights	Every day or nearly every day	15	0	p = .7382
	About once a week	37	40	
	About once a month	19	50	
	A couple of times all year	27	10	
	Not ever	2	0	
	Number of students surveyed	59	30	
All Schools	Every day or nearly every day	30	27	p = .3212
	About once a week	30	34	
	About once a month	21	32	
	A couple of times all year	18	7	
	Not ever	1	0	
	Number of students surveyed	194	176	

Figure L-2: SCE STUDENT VIDEOTAPE QUESTIONNAIRE - MEAN RANKING OF ACTIVITIES

	Listen to a lesson on a tape recorder.		Work a lesson in a workbook.		Have a lesson taught by a teacher in person.		Watch a teacher in my school teach a lesson on school television.		Be on television myself as part of a lesson or school activity.		Watch other students in my school on television.		Watch a film during school.		Watch an educational television program that was not made by someone in my school.	
	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students
Baker	5.44 (N=43)	6.04 (N=45)	5.63 (N=43)	6.11 (N=45)	4.61 (N=43)	4.67 (N=45)	4.21 (N=43)	5.13 (N=45)	3.63 (N=43)	2.78 (N=45)	4.23 (N=43)	4.00 (N=45)	3.72 (N=43)	3.04 (N=45)	4.54 (N=43)	4.22 (N=45)
Probability That Rankings are Equal	p = .1095		p = .3281		p = .9008		p = .0235*		p = .1106		p = .6067		p = .0810		p = .4531	
Blanton	4.98 (N=62)	5.22 (N=36)	5.77 (N=62)	6.28 (N=36)	6.10 (N=62)	5.83 (N=36)	5.24 (N=62)	5.19 (N=36)	2.69 (N=62)	3.39 (N=36)	3.94 (N=62)	3.25 (N=36)	3.48 (N=62)	3.14 (N=36)	3.55 (N=62)	3.72 (N=36)
Probability That Rankings are Equal	p = .4682		p = .2922		p = .5437		p = .9034		p = .3644		p = .0711		p = .4124		p = .6422	
Read	4.50 (N=30)	5.11 (N=65)	5.87 (N=30)	6.15 (N=65)	5.70 (N=30)	5.88 (N=65)	4.53 (N=30)	4.89 (N=65)	4.00 (N=30)	2.99 (N=65)	3.97 (N=30)	3.83 (N=65)	3.17 (N=30)	3.00 (N=65)	4.20 (N=30)	4.00 (N=65)
Probability That Rankings are Equal	p = .1625		p = .5218		p = .6933		p = .4477		p = 0886		p = 6974		p = .7225		p = .6282	
Travis Heights	5.22 (N=59)	4.80 (N=30)	5.51 (N=59)	5.83 (N=30)	5.12 (N=59)	6.33 (N=30)	4.53 (N=59)	4.30 (N=30)	4.56 (N=59)	3.37 (N=30)	4.39 (N=59)	5.07 (N=30)	2.61 (N=59)	2.37 (N=30)	4.07 (N=59)	3.93 (N=30)
Probability That Rankings are Equal	p = .3106		p = .5465		p = .0101*		p = .6051		p = .0300*		p = .1002		p = .6203		p = .7696	
All Schools	5.08 (N=194)	5.32 (N=176)	5.68 (N=194)	6.11 (N=176)	5.41 (N=194)	5.64 (N=176)	4.69 (N=194)	4.92 (N=176)	3.73 (N=194)	3.08 (N=176)	4.14 (N=194)	3.97 (N=176)	3.22 (N=194)	2.93 (N=176)	4.03 (N=194)	3.99 (N=176)
Probability that Rankings are Equal	p = .2085		p = .0547		p = .3189		p = .2668		p = .0156		p = .3599		p = .1689		p = .8454	

* Significant at the .05 level.

1 = highest 8 = lowest

Figure L -3 : SCE STUDENT VIDEOTAPE QUESTIONNAIRE - CORRELATIONS BETWEEN LEVEL OF PARTICIPATION AND RANKING.

	Listen to a lesson on a tape recorder.		Be on television myself as part of a lesson or school activity.		Watch other students in my school on television.		Watch a teacher in my school teach a lesson on school television.		Watch an educational television program that was not made by someone in my school.		Watch a film during school.	
School	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students	SCE Students	Non-SCE Students
Baker	.2315 (N=43)	.0762 (N=45)	-.0753 (N=42)	.0053 (N=45)	.0178 (N=43)	.1837 (N=45)	-.0219 (N=43)	.0597 (N=45)	-.0205 (N=43)	-.0805 (N=45)	.0076 (N=43)	-.4262* (N=45)
Blanton	-.1356 (N=62)	.0200 (N=36)	-.0971 (N=61)	-.0478 (N=36)	-.0254 (N=62)	.2264 (N=36)	-.0786 (N=62)	-.0744 (N=35)	-.0141 (N=62)	.2009 (N=36)	-.1187 (N=62)	.0052 (N=36)
Read	-.0299 (N=30)	.0051 (N=64)	.1027 (n=30)	-.1592 (N=65)	.0713 (N=30)	-.2237 (N=65)	.0069 (N=30)	.0298 (N=54)	.1755 (N=30)	.0672 (N=65)	.1556 (N=30)	-.1105 (N=65)
Travis Heights	-.0083 (N =59)	-.0447 (N=30)	.1208 (N=59)	.1957 (N=30)	.1363 (N=59)	-.2490 (N=30)	.0171 (N=59)	-.1554 (N=30)	.0029 (N=59)	-.2252 (N=30)	-.0895 (N=59)	-.1929 (N=30)
All Schools	.0209 (N=194)	.0575 (N=175)	-.0807 (N=192)	-.0333 (N=176)	-.0135 (N=194)	-.2115* (N=176)	-.1243 (N=194)	-.0590 (N=175)	.0574 (N=194)	.0298 (N=176)	-.0505 (N=194)	-.1623* (N=176)

* Significant of the .05 level.

NAME: ____________________

ATTACHMENT L-1
(page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

STUDENT QUESTIONNAIRE

PLEASE CHECK THE BOX BESIDE THE ANSWER THAT IS TRUE FOR YOU FOR EACH OF THE SIX QUESTIONS BELOW. CHECK ONLY ONE BOX FOR EACH QUESTION. ANSWER FROM YOUR EXPERIENCES IN ALL OF YOUR CLASSES, NOT JUST THIS ONE.

1. How often this year have you listened to a lesson on a tape recorder during school?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

2. How often this year have you been on television yourself as part of a lesson or a school activity?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

3. How often this year have you watched other students in your school on television?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

4. How often this year have you watched a teacher in your school teach a lesson on school television?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

5. How often this year have you watched an educational TV program during school that was not made by someone in your school?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

6. How often this year have you watched a film or a filmstrip during school?

☐ every day or nearly every day
☐ about once a week
☐ about once a month
☐ a couple of times all year
☐ not ever

ATTACHMENT L-1
(page 2 of 3)

1 ★ Listen to a lesson on a TAPE RECORDER.	2 ○ Work a lesson in a WORKBOOK.
3 □ Have a lesson taught by a TEACHER IN PERSON.	4 △ Watch a TEACHER in my school teach a lesson on school TELEVISION.

L-19

5 X

BE ON TELEVISION MYSELF AS PART OF A LESSON OR SCHOOL ACTIVITY.

6 →

WATCH OTHER STUDENTS IN MY SCHOOL ON TELEVISION.

7 A

WATCH A FILM DURING SCHOOL.

8 ✿

WATCH AN EDUCATIONAL TELEVISION PROGRAM THAT WAS NOT MADE BY SOMEONE IN MY SCHOOL.

ATTACHMENT L-1
(page 3 of 3)

ATTACHMENT L-2
(page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

DIRECTIONS FOR RANKING ACTIVITY
SCE STUDENT QUESTIONNAIRE

We are now going to give each of you an envelope with some cards inside. Please do not take the cards out of the envelope until I tell you to do so. What you are going to do with these cards will help us get some information about the videotape activities at your school. You will not receive a grade on this activity and your teacher will not see the results.

(Wait until everyone has an envelope.)

Now open the envelope and take out the cards. First we are going to read each card together and then I will ask you to do something special with the cards.

The first card we will read together is the one with the star up in the corner. It says, "Listen to a lesson on a tape recorder." Now place that card face up on your desk.

The next card is the one with the circle up in the corner. It says, "Work a lesson in a workbook." Now place that card face up on your desk beside the first card we read.

The next card is the one with the square in the corner. This says, "Have a lesson taught by a teacher in person." Now place that card face up on your desk, too, with the other two cards.

The next card is the one with the triangle in the corner. This card says, "Watch a teacher in my school teach a lesson on television." Now place this card on your desk face up with the others.

The next card is the one with the X in the corner. This card says, "Be on television myself as part of a lesson or school activity." Place this card with the others.

The next card is the one with the arrow in the corner. This card says, "Watch other students in my school on television." Place this card with the others.

The next card is the one with the letter A in the corner. This card says, "Watch a film during school."

The last card is the one with the flower in the corner. This card says, "Watch an educational television show that was not made by someone in my school."

Now look at all the cards that you have laid out on your desk and pick up the one card that describes the activity that you would like to do best in school. It may be that you have not ever done some of the things described on the cards. That does not matter. Make up your mind as best you can based on what you think you would like to do best.

You should each have in your hand now the card that describes the activity that would like to do the best in school. Don't tell anyone else which card you chose. This should be your choice, not theirs.

Now look at the cards that are left on your desk. Pick up the card that describes the school activity you would like the best out of these cards that are left. That is, pick your second favorite activity. Put that card under the card you have already picked as the one you like the best. Now you should have two cards in your hand. On top should be the card you chose first.

Look at the cards that are left on your desk. Pick up the card that describes the school activity that you would like best out of the cards left. That is, pick your third favorite activity. Put that card under the two cards that you have already picked.

Now look at the cards that are left on your desk. There should be five cards left now. Pick the one that describes the school activity that you would like best of these five. Place that card under the cards that you have already picked.

There are now four cards left on your desk. Pick the one that describes the school activity that you would like best of these and place that card under the others that you have picked.

(Ask the class, "Do you understand what we are doing? Have you heard enough of the directions to finish by yourself?" Make sure all students understand.) (If students do not require further directions say, "Okay. now put the rest of the cards in the order in which you would like to do the activities they describe." Wait until everyone is finished. Then skip to the second-to-last paragraph, which begins, "You should have ....")
(If students require further directions, continue below.)

Of the three cards left on your desk, now, pick the card that describes the school activity that you would like to do the better of these three. Put that card under the other cards that you have picked.

Of the two cards left on your desk, pick the card that describes the activity you like best. Put that card under the others that you have already picked.

The last card on your desk should be the card that describes the school activity that you would like least of all. Put that card on the bottom of the stack of cards.

You should have the card that describes the school activity you like best on the top and the card that describes the school activity you would like least on the bottom.

Be careful to keep the cards in the order that you picked them, put them into the envelope, and seal the envelope. Write your full name on the outside of the envelope and pass it to the front.

Appendix M

SCHOOL VIDEOTAPE RECORDS

Instrument Description: School Videotape Records

Brief description of the instrument:

The instrument consists of a form for tallying the number of times per month a school used its videotape equipment either to tape or show a production in four different categories of usage.

To whom was the instrument administered?

Not applicable.

How many times was the instrument administered?

Once at each school.

When was the instrument administered?

May, 1977.

Where was the instrument administered?

At Baker, Blanton, Read, and Travis Heights Sixth Grade Schools.

Who administered the instrument?

The SCE Evaluation Assistant.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

It was necessary in some cases for school personnel to give verbal amplification of videotape records which did not provide adequate detail.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

SCHOOL VIDEOTAPE RECORDS

Purpose

School records of videotape productions for Baker, Blanton, Read, and Travis Heights Sixth Grade Schools were used in order to gather information relevant to the following SCE evaluation questions.

1. Were SCE activities conducted as specified at Baker?
2. Were SCE activities conducted as specified at Blanton?
3. Were SCE activities conducted as specified at Read?
4. Were SCE activities conducted as specified at Travis Heights?

Procedure

Information about the videotape programs at the four schools was collected by the SCE Evaluation Assistant during the first two weeks in May. This involved the extraction from school records of information regarding the type and amount of videotape usage. To this end, a form was utilized which required the user to tally the number of times per month a school used its videotape equipment either to tape or show a videotape production in any of four categories of usage as follows.

Student Activity: This category was defined to include class plays, book reports, news broadcasts -- in general, the taping of students performing an activity.

Teacher Produced Lesson: This referred to the production by teachers of formal lessons such as would more customarily be found in a text or workbook.

Other School Produced: This included such activities as guest speakers or performers. It also included teacher inservice and counseling uses.

Commerical Program: This took in taped or live viewing of commercial programming, primarily but not exclusively KLRN (educational television).

Each category of usage was bisected into Taped or Shown components in order to distinguish between production and viewing uses.

Usage was recorded for the period from the beginning of the school year in late August, 1976, through the end of April, 1977. Usage in May was not recorded.

Attachment M-1 is a copy of the form used.

Data collection procedures varied somewhat from school to school, depending on the nature and extent of the documentation available. While schools had been directed to keep a record of their videotape activities (a suggested form, Attachment M-2, was submitted for this purpose), they were not required to keep their records according to a uniform procedure. Consequently, documentation of activities ranged from extensive to minimal. At Travis Heights, which utilized a format developed by the District's Media Consultant, documentation was complete and accessible with a minimum of assistance from the librarian or SCE aide. At Blanton, it was more expedient to rely on the assistance of the SCE aide. The librarian at Read undertook to provide the information requested from library records following discussion of definitional guidelines with the SCE Evaluation Assistant. At Baker, where documentation was scant, the principal instructed the staff to supply the necessary information after the fact to the best of their recollection..

Other information about the videotape activities at the four schools was provided on an informal basis by school personnel, including principals, teachers, librarians, and aides.

Results

Results are discussed below according to the evaluation question for which the information is appropriate. These results address only the aspect of amount and type of usage of SCE videotape equipment. For a more complete treatment of the videotape programs at the respective schools, the reader is referred to the program description in the SCE Final Report, 1976-77. Any discrepancy between videotape usage as described here, and projected plans for videotape activities as described in the CASFA (Consolidated Application for State and Federal Assistance) will be discussed in that Final Report also.

A general overview follows the school-specific results.

Evaluation question: Were SCE activities conducted as specified at Baker?

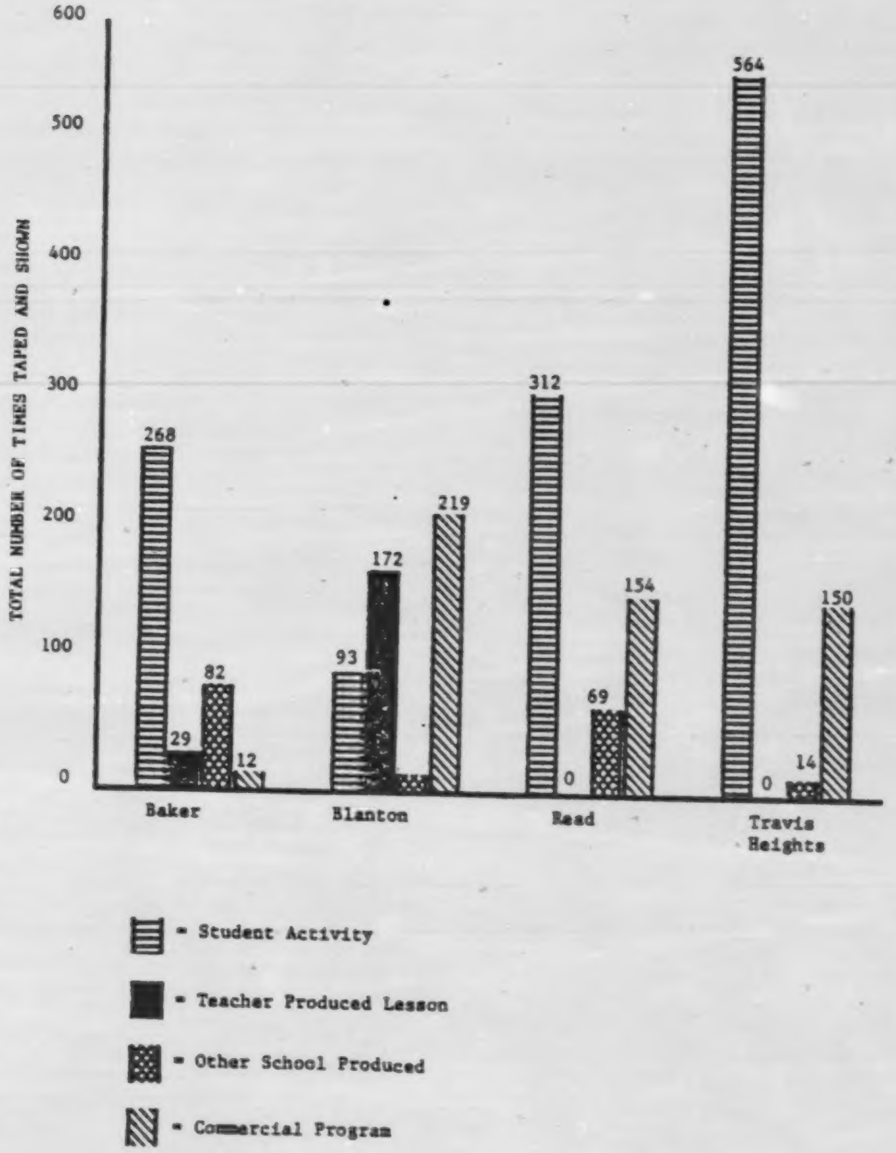
As shown in Figures M-1 and M-2 the most predominant use of videotape at Baker was in the area of student activity. Productions included end-of-unit social studies activities, book reports, and creative dramatics (plays and skits). Videotape productions of student activities more than doubled those in the other three areas combined. Videotape productions in the Other School Produced category were the next more numerous. These productions, for the most part, were as an adjunct to counseling by the counselor and a special education teacher. More than twice as many teacher lessons on videotape were produced than were videotapes of commercial programs.

Figure M-1: VIDEOTAPE USAGE AT BAKER, BLANTON, READ, AND TRAVIS HEIGHTS SIXTH GRADE SCHOOLS.

TYPE OF USAGE

School	Student Activity			Teacher Produced Lesson			Other School Produced			Commercial Program		
	Taped	Showed	Total	Taped	Showed	Total	Taped	Showed	Total	Taped	Showed	Total
Baker	153	115	268	11	18	29	35	47	82	6	6	12
Blanton	43	50	93	21	151	172	3	11	14	18	201	219
Read	120	192	312	0	0	0	32	37	69	23	131	154
Travis Heights	154	410	564	0	0	0	3	11	14	63	87	150
All Schools	470	767	1237	32	169	201	73	106	179	110	425	535

Figure M-2: VIDEOTAPE USAGE WITHIN SCHOOLS.



Evaluation question: Were SCE activities conducted as specified at Blanton?

At Blanton, as Figures M-1 and M-2 show, the main categories of videotape usage were Commercial Program and Teacher Produced Lesson, in that order. Included under Commercial Program were a large number of live (not taped) showings of educational telecasts. Teacher produced videotape lessons were emphasized at Blanton. More than two dozen reading and math lessons were produced, many of them at a 1976 summer workshop (see the Final Technical Report for State Compensatory Education, 1975-76). Descriptions of two such lessons are presented in Attachment M-3. Videotape of student activities and other school productions were less emphasized.

Evaluation question: Were SCE activities conducted as specified at Read?

Videotape usage at Read, presented in Figures M-1 and M-2, was concentrated largely in the areas of Student Activity and Commercial Program, with approximately twice as many productions in the former category. The large number of student activities was a function of a daily newscast which was broadcast school-wide in the morning. (A more detailed description is contained in the Final Report.) Viewing of live educational programs, especially by special education students, contributed to the prominence of the Commercial Program category. Other School Produced activities included a variety of guest speakers and performers and in-service uses. No lessons of the type videotaped at Blanton were produced.

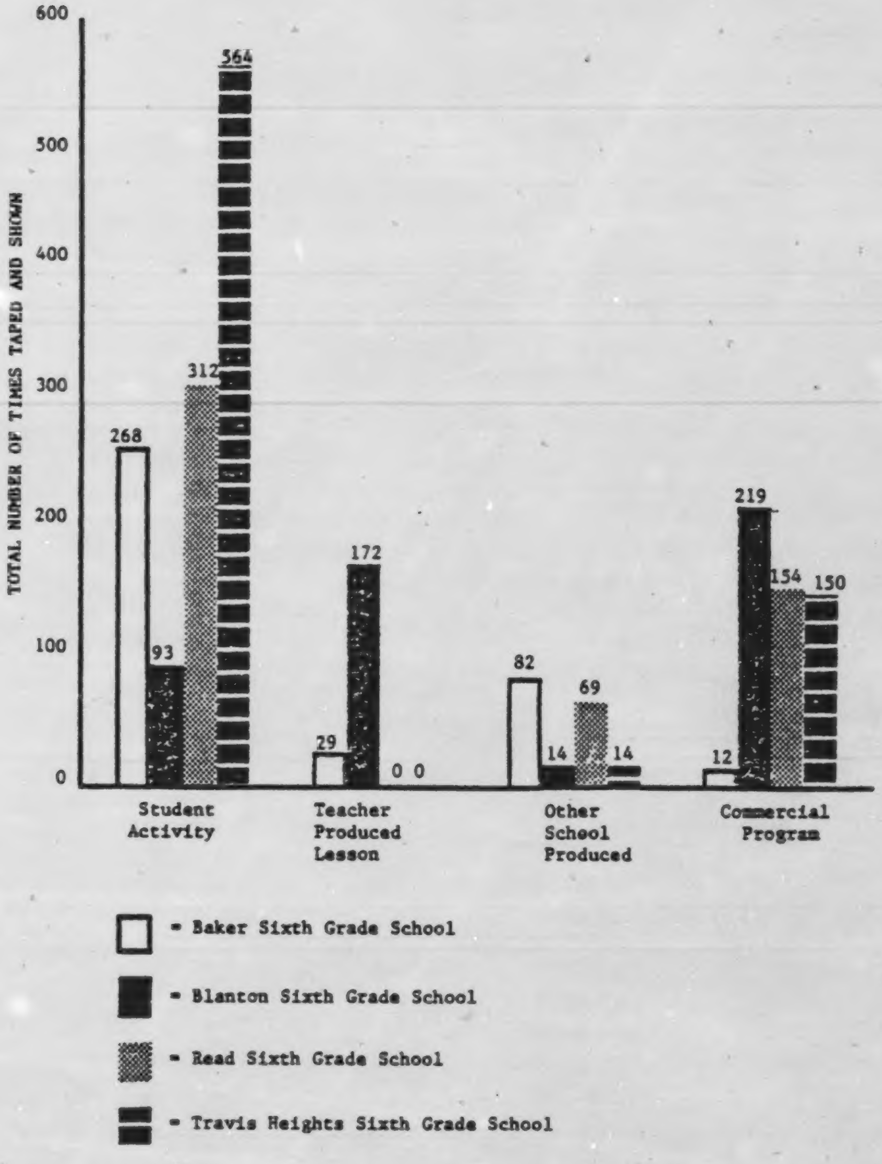
Evaluation question: Were SCE activities conducted as specified at Travis Heights?

The pattern of videotape usage at Travis Heights seen in Figures M-1 and M-2 is one of heavy emphasis in the area of Student Activity. Videotape productions in this area outweigh those in the next most used category, Commercial Program, by a ratio of three to one. This preponderance is attributable to a daily newscast which was broadcast school-wide three times each morning. A few of the videotapes under Other School Produced featured, for example, guest speakers and visiting students. No teacher produced lessons were videotaped.

Comparisons Among Schools

Figures M-1 and M-3 present a comparative picture of the type and amount of videotape usage at the four schools. Although each of the schools developed and implemented different programs, and they are therefore not comparable according to the same standard, an overall examination will help provide some perspective on the videotape usage of individual schools.

Figure M-3: VIDEOTAPE USAGE AMONG SCHOOLS.



As can be seen from Figure M-1, all four schools taped and showed videotape programs in three of four categories of usage. The exception was Teacher Produced Lesson. Only Baker and Blanton used their videotape capabilities in this fashion. With the exception of Baker in the Student Activity category, number of times shown exceeded number of times taped for all schools in all categories of usage.

Totals in Figure M-1 for all schools show that the most extensive use of videotape was in the category of Student Activity, which registered more than the rest of the categories combined and twice as much as Commercial Program, the next most used category. More videotape productions or live viewing of commercial programming occurred than teacher produced lessons or other school productions together. These latter categories showed comparable usage.

Videotape usage across schools within categories.

There were a number of differences among the four schools in their videotape usage. These are represented in Figure M-3.

Student Activity: Amount of usage in this category varied widely, ranging from Travis Heights on the high end of the spectrum to Blanton on the low end. Usage at Baker and Read was comparable, with Read's usage slightly greater. The considerable difference between Travis Heights and Blanton in this category is explained by the respective natures of their programs. Productions of student activities were not emphasized at Blanton and were the thrust of the program at Travis Heights.

Teacher Produced Lesson: Exactly the inverse was true in this category. Teacher produced lessons were the focus of the Blanton program, while at Travis Heights none were produced. Baker teachers did produce some videotape lessons but only about one-sixth as many as Blanton teachers. As at Travis Heights no teacher produced lessons were made at Read.

Other School Produced: In this category, the amount of usage was relatively low for all schools as compared to other categories. Baker showed the highest amount, followed by Read. Usage at Blanton and Travis Heights was the same and was less than one-fourth that of either of the other two schools.

Commercial Program: All schools except Baker showed relatively high levels of use. The greatest amount of usage was at Blanton, followed by Read and Travis Heights. The latter two schools had almost the same amount of usage. Very few commercial programs were taped or shown at Baker.

Summary: From these data, it can be seen that three schools - Baker, Read, and Travis Heights - exhibit a similar pattern of videotape usage. All three showed a high level of usage in the category of Student Activity, little or no usage in Teacher Produced Lesson, and relatively high level of usage in Commercial Program, with the exception of Baker, which departed from the pattern with a relatively lower level of Commercial Program usage. The pattern of usage at Blanton differs somewhat from that of the other three schools. Blanton showed a fairly low level of usage in the category of Student Activity, the highest level in Teacher Produced Lesson, the lowest (with Travis Heights) usage in Other School Produced, and the highest usage in the Commercial Program category.

ATTACHMENT M-1

		No. of Times Taped	No. of Times Shown	Total
STUDENT ACTIVITY	Before Sept.			
	Sept.			
	Oct.			
	Nov.			
	Dec.			
	Jan.			
	Feb.			
	Mar.			
	Apr.			
	May	*		
	Total			
TEACHER PRODUCED LESSON	Before Sept.			
	Sept.			
	Oct.			
	Nov.			
	Dec.			
	Jan.			
	Feb.			
	Mar.			
	Apr.			
	May	*		
	Total			
OTHER SCHOOL PRODUCED	Before Sept.			
	Sept.			
	Oct.			
	Nov.			
	Dec.			
	Jan.			
	Feb.			
	Mar.			
	Apr.			
	May	*		
	Total			
COMMERCIAL PROGRAM	Before Sept.			
	Sept.			
	Oct.			
	Nov.			
	Dec.			
	Jan.			
	Feb.			
	Mar.			
	Apr.			
	May	*		
	Total			

*Usage in May was not recorded.

TV and VIDEO TAPE SCHEDULE

ATTACHMENT H-2

Please list the title of the tape or program shown and the time of the showing. Indicate with an asterisk if the tape was school produced (as opposed to a KLRN program or commercially prepared film).

Date ____________________
(week)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

ATTACHMENT M-3

VIDEO TAPE

LESSON: The Sieve of Eratosthenes and Goldbach's Conjecture - 30 min.

TITLE: Exploring Numbers - Lesson I

OBJECTIVE:
1. Students will make a sieve and a list of prime number up to 100, and they will keep it for reference.
2. Students will be introduced to Goldbach's Conjecture, one of the famous unsolved problems in Mathematics.

MATERIALS: Ditto sheets with numbers 1-100 in six columns.
1 piece of notebook paper
ruler
pencil

ASSIGNMENT: Prove or disprove Goldbach's conjecture(all even greater than 4 are the sum of two odd primes) with ten made-up problems. This is a full period of work with tape and assignment.

VIDEO TAPE

LESSON: A Yen for Learning Math - 20 min.

TITLE: Exploring Numbers - Lesson IIA

OBJECTIVE:
1. To learn the meaning of the word yen.
2. To practice adding one digit numbers into a sum of two digits (less than 20).
3. To practice subtracting a one digit number in the subtrahend from a two digit number in the minuend

MATERIALS: DITTO sheet for Lesson IIA (consumable)
Pencil
Checking pen or pencil

Directions are given on the tape, definitions are given on the tape, time is allotted to solve page, then problems are to be checked with checking pen or pencil. Hopefully no one will miss more than 20 of the 72 problems. Instructions are on tape to mark paper, one student to collect after checking and scoring to turn in to teacher.

Example of page:

$$\begin{array}{r}6\\+9\\\hline\end{array}\qquad\begin{array}{r}8\\+3\\\hline\end{array}\qquad\begin{array}{r}15\\-9\\\hline\end{array}\qquad\begin{array}{r}16\\-7\\\hline\end{array}$$

Appendix N

MARTIN SIXTH GRADE ATTENDANCE

Instrument Description: Attendance Registers

Brief description of the instrument:

The instrument is a ledger kept by each elementary school in AISD for recording student absences. Students are listed by the classroom to which they are assigned; boys and girls are listed separately within each classroom. The ledgers are sent to Office of Pupil Accounting at the end of each school year.

To whom was the instrument administered?

Not applicable.

How many times was the instrument administered?

Six times each school year.

When was the instrument administered?

At the end of each six-week period.

Where was the instrument administered?

In the schools.

Who administered the instrument?

Teachers and other school staff.

What training did the administrators have?

Unknown.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

The accuracy of the registers is dependent upon accuracy of attendance information procedures at each school.

Who developed the instrument?

Office of Pupil Accounting.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MARTIN SIXTH GRADE ATTENDANCE

Purpose

Although increased attendance was not an objective of the SCE Program as a whole in AISD, Martin Sixth Grade School used some of its SCE funds to hire three (later reduced to two) community representatives to promote better student attendance at Martin. (For a description of their activities, see Appendix O.) Attendance data for Martin were gathered by SCE Evaluation as pertinent to the following evaluation questions:

1. Were SCE activities conducted as specified at Martin?
2. Which SCE activities appear to have produced better results in terms of attendance?

Attendance data for other SCE Sixth Grade Schools were also collected in order to present a comparative picture of attendance at designated SCE schools in AISD.

Procedure

Percent attendance figures for each school were obtained from the Office of Pupil Accounting. No attempt was made to derive attendance figures for designated SCE students at Martin apart from the sixth grade as a whole. This was because a comparison of the names of students served provided by the community representatives with the Martin List of SCE Designated Students at Martin established that the community representatives had served the entire sixth grade, irrespective of SCE status. It is therefore assumed that increased attendance on the part of SCE students would be reflected in the percent attendance for the whole sixth grade.

Because the Office of Child Accounting does not normally report the sixth 6-weeks attendance figures, they will not be dealt with here, except in the case of Martin where the information was deemed important enough to warrant special data collection effort.

Results

Percent attendance figures show that attendance in the Sixth Grade Schools declined steadily for the first four six-week periods of the present 1976-77 school year. In the fifth six-week period, all schools except Allan showed a slight increase in attendance. Allan attendance continued to decline. (See Figures N-1 and N-6.)

Sixth grade attendance during the previous school year (1975-76) exhibited very much the same pattern: a steady decline for all Sixth Grade Schools that leveled off or increased slightly during the fifth six weeks, again excepting Allan. (See Figures N-2 and N-7.)

Attendance during 1974-75 exhibited a decline for all Sixth Grade Schools that changed to an increase during the fourth six-weeks. During 1973-74, the first of Sixth Grade School existence, attendance showed a decline for most schools until the fifth six-weeks. At that time, attendance improved dramatically for all Sixth Grade Schools except Allan. (See Figures N-3 and N-4.)

Comparison of Martin sixth grade attendance of 1976-77 with attendance figures for three previous years shows a departure from previous trends. While attendance declined from the first to the fourth six-weeks as in previous years, the overall level of attendance was notably higher and the rate of decline less precipitous. As in the 1973-74 school year, attendance increased during the fifth six-weeks period, though not as sharply. A slight drop in attendance occurred during the sixth six-weeks period, in contrast to the 1975-76 school year during which attendance remained at the same level as the fifth six-weeks. The level of attendance for the period, however, was higher than for any of the previous three school years. (See Figures N-5 and N-8.)

Figure N-1: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX-WEEK PERIOD 1976-77

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan 6th	94%	90%	90%	88%	87%	90%
Baker	97%	95%	93%	90%	93%	93%
Blanton	97%	95%	95%	93%	95%	95%
Joslin	97%	95%	93%	92%	94%	94%
Martin 6th	95%	91%	89%	87%	88%	90%
Read	97%	96%	94%	92%	95%	95%
Travis Heights	96%	94%	92%	90%	92%	93%
Webb	96%	94%	92%	90%	92%	93%

Note: The sixth six-weeks attendance figures were not available at publication.

Figure N-2: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX-WEEK PERIODS, 1975-76.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan-6th	95%	91%	89%	85%	83%	88%
Baker	97%	96%	94%	94%	94%	94%
Blanton	96%	96%	93%	94%	94%	95%
Joslin	97%	95%	93%	92%	92%	94%
Martin-6th	91%	87%	84%	81%	81%	84%
Read	96%	95%	93%	92%	93%	94%
Travis Heights	95%	93%	92%	90%	90%	92%
Webb	96%	95%	93%	92%	94%	94%

Note: The sixth six-weeks attendance figures are not published by the Office of Child Accounting.

Figure N-3: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX-WEEK PERIODS, 1974-75.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan - 6th	94%	89%	87%	88%	85%	88%
Baker	96%	95%	91%	94%	94%	94%
Blanton	97%	96%	93%	95%	95%	95%
Joslin	96%	95%	92%	94%	93%	94%
Martin - 6th	90%	87%	82%	82%	78%	84%
Read	97%	96%	92%	94%	94%	95%
Travis Heights	95%	93%	90%	91%	90%	91%
Webb	96%	95%	91%	93%	93%	93%

Figure N-4: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX-WEEK PERIODS, 1973-74.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan - 6th	94%	89%	88%	87%	86%	89%
Baker	96%	95%	92%	89%	94%	93%
Blanton	97%	96%	94%	89%	95%	94%
Joslin	96%	95%	93%	90%	93%	93%
Martin -6th	94%	89%	83%	77%	84%	85%
Read	97%	96%	94%	90%	95%	94%
Travis Heights	95%	93%	91%	86%	91%	91%
Webb	96%	94%	92%	89%	93%	93%

Figure N-5: PERCENT ATTENDANCE FOR MARTIN - 6th GRADE, 1st-6th SIX-WEEK PERIODS, 1973-74, 1974-75, 1975-76, AND 1976-77.

School, Year	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Martin - 6th 1973-74	94%	89%	83%	77%	84%	81%
Martin - 6th 1974-75	90%	87%	82%	82%	78%	76%
Martin - 6th 1975-76	91%	87%	84%	81%	81%	81%
Martin - 6th 1976-77	95%	91%	89%	87%	88%	86%

Figure N-6: SIXTH GRADE PERCENT ATTENDANCE, 1st-5th SIX-WEEK PERIODS, 1976-77.

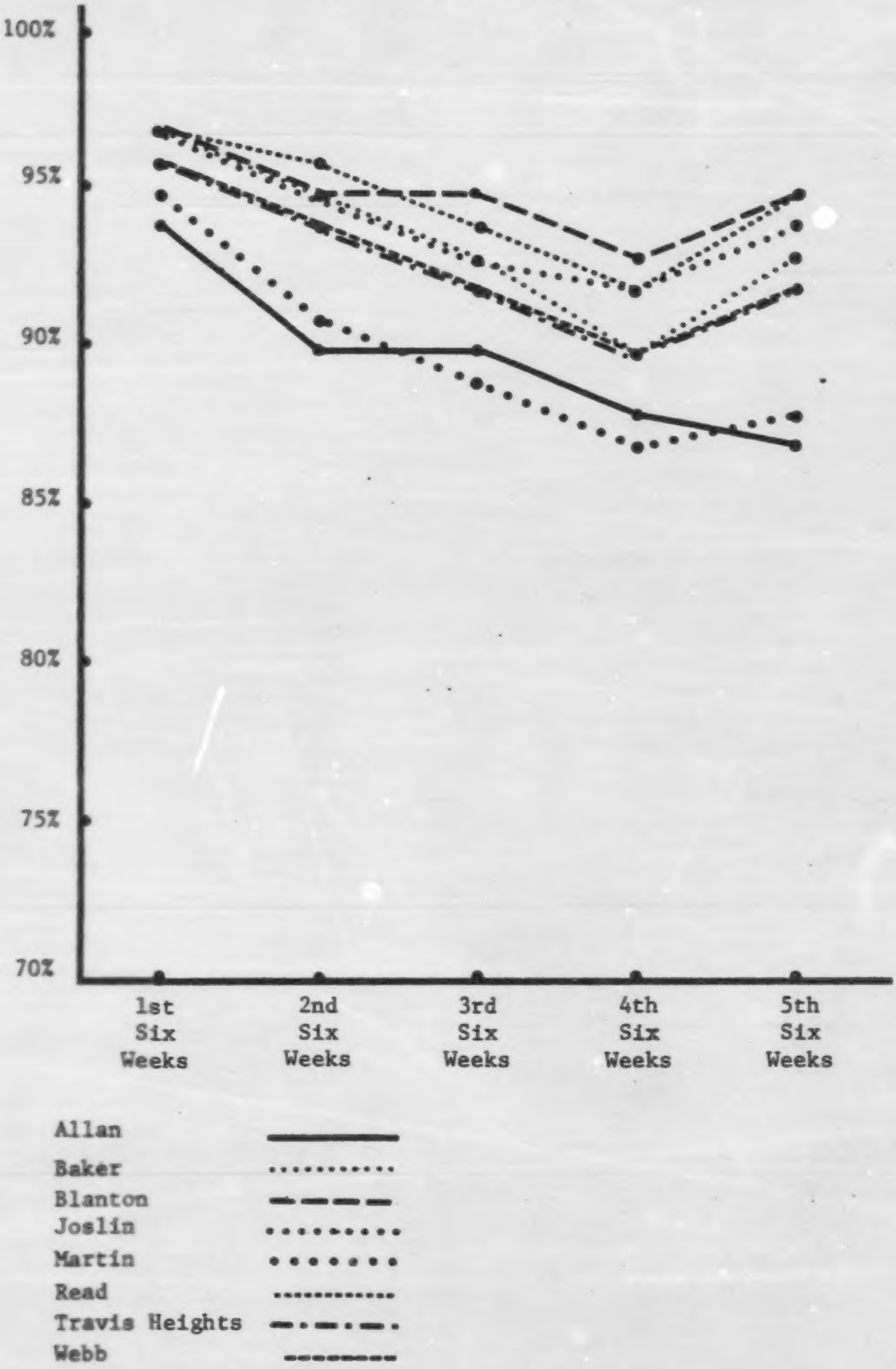


Figure N-7: SIXTH GRADE PERCENT ATTENDANCE 1st-5th SIX-WEEKS PERIOD, 1975-76.

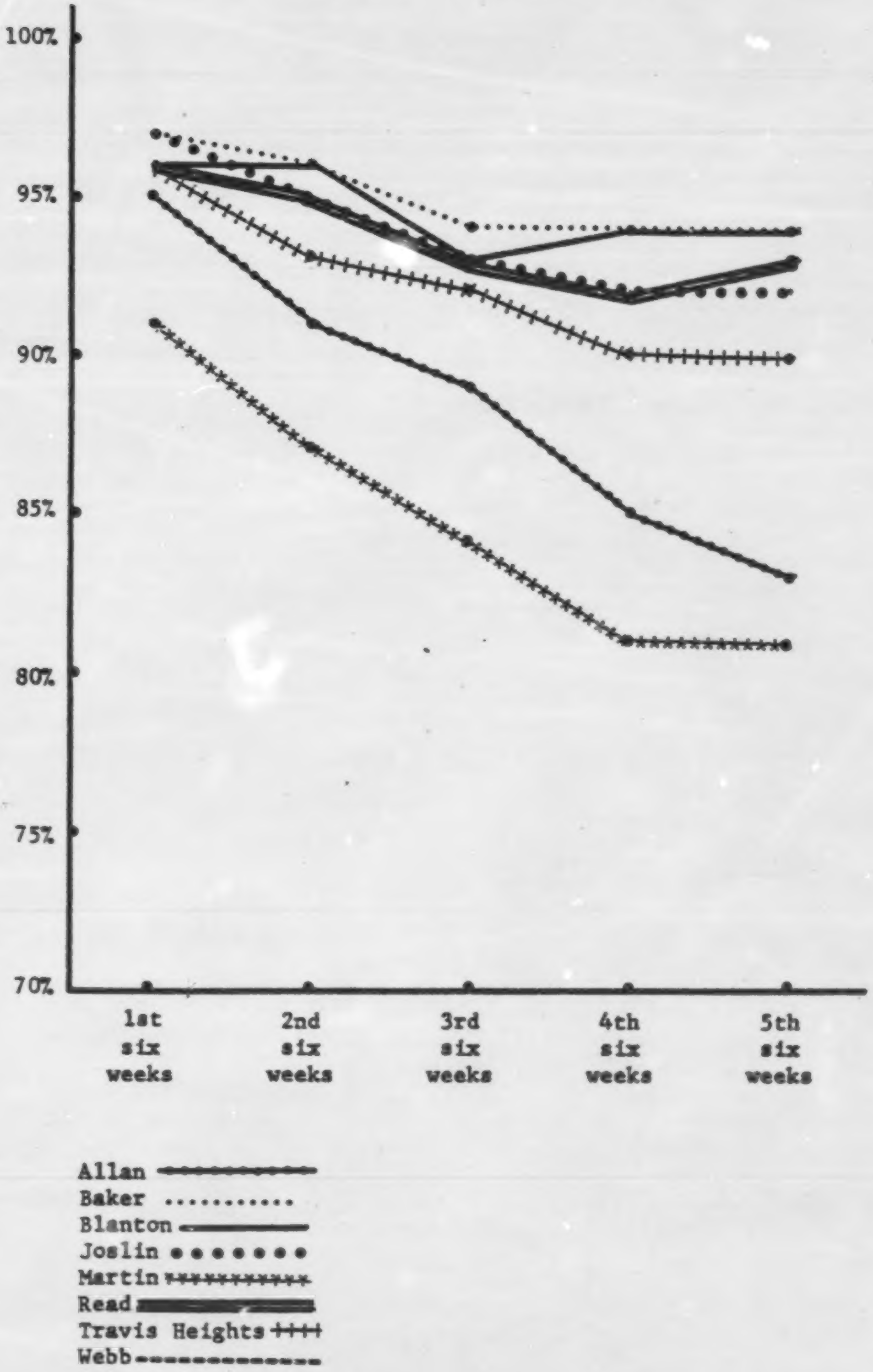
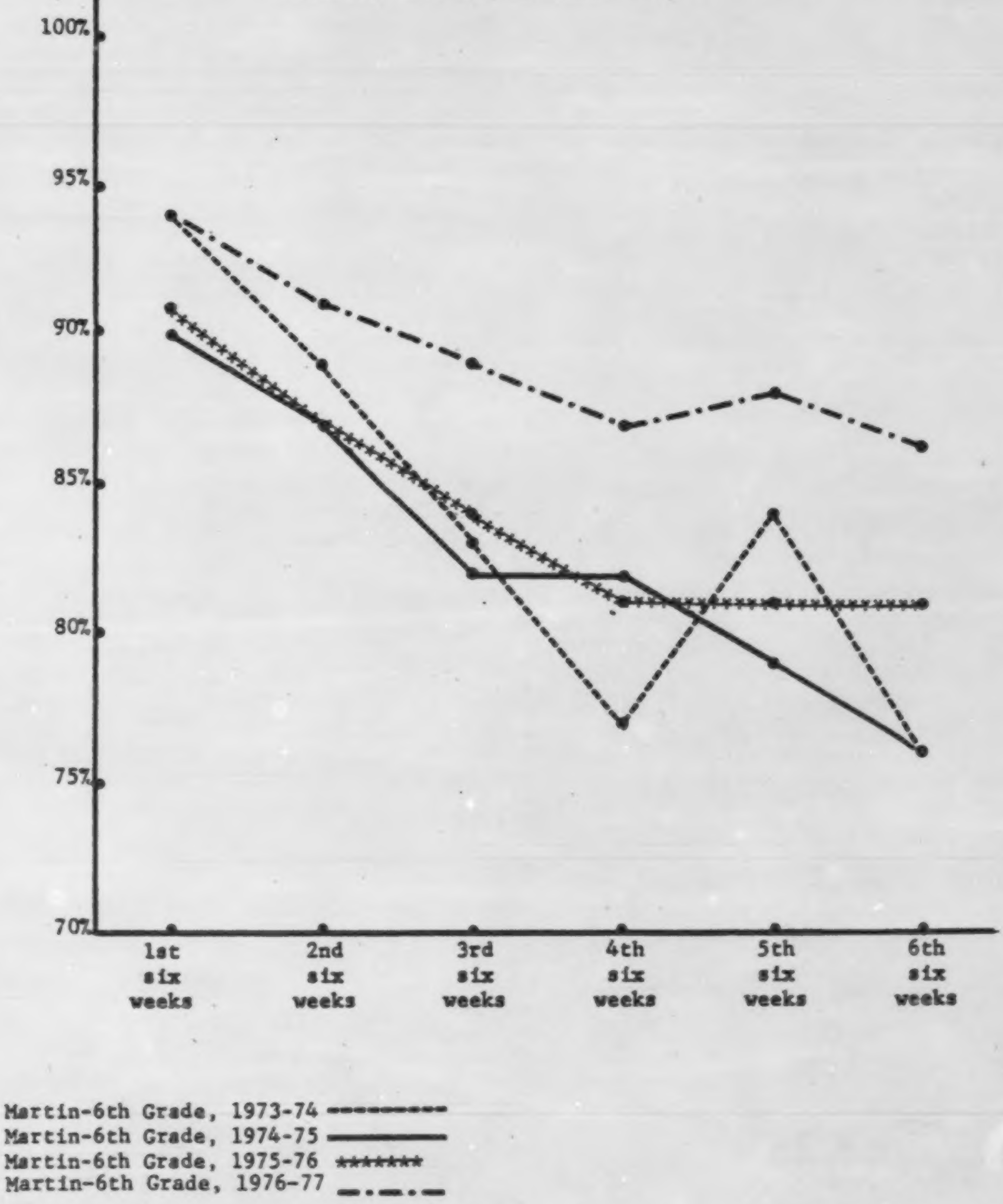


Figure N-8: PERCENT ATTENDANCE FOR MARTIN SIXTH GRADE SCHOOL, 1st-6th SIX-WEEK PERIOD, 1973-74, 1974-75, 1975-76, and 1976-77.



Appendix O

COMMUNITY REPRESENTATIVE INTERIVEW

Instrument Description: Community Representative Interview

Brief description of the instrument:

The interview form consists of three open-ended questions and a monitoring form to be completed by the interviewer. It solicits information relevant to the conduct of the SCE program at Martin Sixth Grade School. An additional two questions were included for the second administration of the forms.

To whom was the instrument administered?

The two SCE Community Representatives.

How many times was the instrument administered?

Twice.

When was the instrument administered?

February 14, 1977, and May 5, 1977.

Where was the instrument administered?

In the Community Representatives' office.

Who administered the instrument?

The SCE Evaluation Assistant.

What training did the administrators have?

General training and experience in interviewing.

Was the instrument administered under standardized conditions?

To the extent that both interivews were privately conducted in the Community Representatives' office.

Were there problems with the instrument or the administration that might affect the validity of the data?

There was some confusion on the part of the Community Representatives with regard to the two additional questions on the second administration of the form. To the extent that they misunderstood the questions, the validity of their responses to those two items is questionable.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

COMMUNITY REPRESENTATIVE INTERVIEW

Purpose

Information about the activities of the SCE Community Representatives at Martin Sixth Grade School was collected as relevant to the following SCE evaluation question:

Were SCE activities conducted as specified at Martin?

Procedure

The two SCE Community Representatives met with the SCE Evaluation Assistant in mid-February and early May (mid-year and end-of-year). Both meetings were arranged in advance. On each occasion, they were asked to respond to a three-item questionnaire related to their implementation of projected plans outlined in the CASFA (Consolidated Application for State and Federal Assistance). At the end-of-year meeting, an additional two questions were included. In addition to the interview questions a randomly selected sample of sixth grade student files was checked. As the intent of the mid-year check was to gain familiarity with the record-keeping system, only the record of every tenth student was checked.

Because this procedure did not yield an adequate sample, at the end-of-year meeting every third student was checked, resulting in a 33 1/3% sample of the records available. A copy of the interview questions and the records monitoring form is Attachment O-1.

Results

Information derived from the interviews of the SCE Community Representatives can be categorized under three headings: parental involvement activities, student absenteeism, and miscellaneous. Findings in the first two areas will be presented for mid-year and then end-of-year.

Parental Involvement Activities: The first interview question directed to the SCE Community Representatives asked if parent volunteers had been recruited and trained to work in classrooms. A further question concerned other parental involvement activities they had conducted or been involved in.

Mid-year: The SCE Community Representatives stated that at mid-year no parent volunteers had as yet been recruited or trained to work in classrooms. Concerning other parental involvement activities, they described their peripheral involvement with a parent "get together," organized by University of Texas social work interns and aimed at encouraging parental involvement. No records of this activity were kept by the SCE Community Representatives. Cited by the SCE Community Representatives as problems in this area were parents who lacked transportation to any sort of function and a general lack of parent interest in school affairs.

End-of-year: Responses to a reiteration of these questions at the end of the year established that no further developments had occurred. In this regard, one of the SCE Community Representatives related that initial efforts had been discouraging and activities in the area of student absenteeism seemed of more pressing concern. He also noted the lack of guidelines from the Martin principal.

Student Absenteeism: The SCE Community Representatives were asked to describe the activites in the area of student absenteeism that they had conducted or been involved in. The descriptions given in response to this request were quite detailed and documented by student files. These were made available to the SCE Evaluation Assistant for mid- and end-of-year records checks.

Mid-year: According to the SCE Community Representatives, the greatest portion of their time had been concentrated in the area of student absenteeism, which they viewed as of primary importance. Sixth grade attendance was monitored daily and students with a developing pattern of absences were noted. Parents of students who had an excessive number of absences (approaching or exceeding 15, the maximum number allowed by the state) were informed by mail. Letters were sent to parents during October, November, and February. A copy of the February parent letter is Attachment 0-2. In addition, the SCE Community Representatives contacted numerous parents by telephone and visited many at home. Chronic absentees were referred to the district attendance investigator for possible legal proceedings.

Also mentioned by the SCE Community Representatives as activities related to student absenteeism were attempts by them to ameliorate situations among individual families which they perceive give rise to student absences. Examples of these activities were providing access (information and transportation) to social services and obtaining clothing for students.

A records check was conducted in order to determine the kind of services the SCE Community Representatives were providing and how these were documented. Files on 48 students with problem attendance had been initiated. New student files were created as problem attenders came to the attention of the SCE Community Representatives. A copy of the student file form used is Attachment 0-3.

Information extracted from these files and supplemental information provided by the SCE Community Representatives comprised a picture of the SCE Community Representatives' activities through mid-year. According to the supplementary information provided, approximately 117 students had been served in terms of parental contact by telephone, letter, or personal visit. Twenty students had been referred to the district attendance investigator, one of whom had appeared in court. One of the SCE Community Representatives expressed disappointment with the results of these referrals and stated there was need for an investigative officer for Martin alone.

End-of-year: Since mid-year, activities in the area of student absenteeism had assumed the exclusive attention of the SCE Community Representatives. The SCE Community Representatives were in accord with a description of their function as that of "watchdog" on student attendance. They had continued closely monitoring sixth grade attendance, sending letters to parents, telephoning them, and visiting with them at home. In addition, they had developed a wide range of attendance-related referrals. These included referrals to:

1. the school nurse,
2. the visiting teacher (to set up a homebound program of study,)
3. the District investigative officer,
4. the school counselor, and
5. helping agencies.

A records check was conducted in order to determine the nature of the services delivered to SCE students at Martin. Figure 0-1 shows the number of parental contacts made by the SCE Community Representatives. As can be seen from the figure, the number of SCE Community Representative contacts with parents by telephone was nearly three times that of in-person contacts and nearly four times that by letter. Number of phone contacts varied from student to student, from a high of 11 calls to a single call. Personal visits with parents were generally less numerous, with six being the highest number recorded. No more than three, and usually two, letters to parents were sent per student.

One of the additional questions administered to the SCE Community Representatives at the end of the year asked them to estimate the number of hours, on the average, that they spent in five categories of attendance-related activities. An open category was also included for activities not categorized. (See page 3 of Attachment 0-1.) The SCE Community Representatives utilized only the five presented categories to estimate the time they spent in various activities. Their answers were based on an eight hour work day, a slight departure from the wording of the question which requested a breakdown on the basis of the school day. Figure 0-2 presents their estimates.

As shown in the figure, the total amount of time spent by the SCE Community Representatives in contact with students, personal visits in parents' homes, and personal visits with parents at school, was approximately equivalent. Contact with parents by telephone was slightly greater than contact with parents by letter.

According to the SCE Community Representatives, by the end of the year they had served nearly every one of more than three hundred sixth graders at some time during the year. Files for 57 sixth grade students with problem attendance had been created by the end of the year. Numerous referrals to the investigative officer had been made.

Figure O-1: NUMBER AND TYPE OF CONTACTS MADE BY MARTIN SCE COMMUNITY REPRESENTATIVES.

Student	Number of Contacts		
	Phone	Personal Visit*	Letter
1	7	1	
2			
3		1	1
4	2	1	2
5		6	3
6	7		2
7	10	1	2
8		1	
9		1	
10	2		
11	1		1
12	4		
13	11	2	
14	3		
15	10		2
16		2	2
17		3	
18	1		
19		1	
Total	58	20	15

* Personal Visit is defined as a visit with one or both parents at school or in the home.

Figure 0-2: AVERAGE TIME SPENT DAILY BY THE SCE COMMUNITY REPRESENTATIVES AT MARTIN IN ATTENDANCE-RELATED ACTIVITIES.

Activity	Number of Hours		
	Community Representative 1	Community Representative 2	Total
Contact with student.	1 1/2	2	3 1/2
Personal visit with parent at home.	1 3/4	2	3 3/4
Personal visit with parent at school.	2 1/2	1	3 1/2
Contact with parent by phone.	1	2	3
Contact with parent by letter.	1 1/4	1	2 1/4

Miscellaneous: The second of the additional questions administered at the end of the year asked the SCE Community Representatives to estimate the number of hours they spend in other school and community activities and to specify these. While the time estimates given were not clearly expressed, the information provided by this item helped to give a more complete picture of the activities of the SCE Community Representatives. Information derived from this question and from other sources will be presented below.

The SCE Community Representatives at Martin rendered a variety of services to a diverse population of students which included non-SCE identified sixth graders, seventh and eighth graders, and occassionally students from other schools. (Provision of services to students other than SCE identified sixth graders is a violation of SCE guidelines.) Provision of services to seventh and eithth grade students was evident from student files. The SCE Community Representatives confirmed that they served seventh graders and had served eighth graders until November 1976 when they were directed to cease by the Martin principal.

Services provided to students included obtaining clothing and shoes, arranging for vision tests and dental care, and providing transportation to school and elsewhere.

In summarizing their activities over the year, the SCE Community Representatives expressed confidence that gains in attendance had been made for the 1976-77 school year, but doubted they could be maintained without the continuing efforts of someone in a role similar to theirs.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SCE COMMUNITY REPRESENTATIVE MONITORING QUESTIONS

Martin Sixth Grade

1. Have parent volunteers been recruited and trained to work in classrooms?

   If so, what kind of records are being kept of these parent training and classroom or other volunteer activities? (If no records are being kept, the attached form should be suggested.)

2. What activities in the area of student absenteeism have the SCE Community Representatives conducted or been involved in?

   (Check records; complete monitoring form.)

3. What other parental involvement activities, if any, have the SCE Community Representatives conducted or been involved in?

   What records of these activities, if any, have been kept?

General Comments:

ATTACHMENT 0-1
(page 2 of 3)

SCE COMMUNITY REPRESENTATIVE LOGS

Martin Sixth Grade

Monitoring date ______________________

Total number of students served to date ______________

Student Name (a sample to include every 10th student)	Student Number (if available)	Number of Contacts to Date		
		Phone	Personal Visit*	Other

*Personal Visit is defined as

ATTACHMENT O-1
(page 3 of 3)

SCE COMMUNITY REPRESENTATIVE ACTIVITY QUESTIONS

1. Please estimate the number of hours, on the average, that you spend during the school day (8:00-2:30) or at other times in each of the attendance-related activities below:

	During the School Day	At Other times
contact with student	____	____
personal visit with parent* at home	____	____
personal visit with parent at school	____	____
contact with parent by phone	____	____
contact with parent by letter	____	____
other contact please specify: ____________	____	____

____

____

2. Please estimate the number of hours you spend in other school or community activities. Please specify:

*Guardian or other responsible adult.

MARTIN JUNIOR HIGH SCHOOL
1601 HASKELL STREET
AUSTIN, TEXAS 78702

February 4, 1977

Dear Parent,

We have recently completed the first half of our school year at Martin. During this time we have kept close records on your child's attendance in school. Our records indicate that your child ______________________ has been absent ________ days. The maximum number of absences allowed during a school year is fifteen (15) days.

Our hope is that your child will continue coming to school and not exceed the number of absences allowed by the state. If the school can be of further help please call Mr. Tony Vela (477-9951/9962) during school hours.

Thank you.

Sincerely,

Rudolph H. Munguia
Vice-Principal

RHM/js

ATTACHMENT O-3

Martin Junior High School
1601 Haskell
Community Representatives
Student File

Student________________ Address______________ Grade______________ Phone__________

Father________________ Work Address__________ Work Phone______________

Mother________________ Work Address__________ Work Phone______________

0-12

	Datte	(Reason For Absence)				(Type Of Contact)		Personnel Remarks
	Date	S	O.O.T.	E	O	Phone	P. Visit	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

Appendix P

SURVEY OF SELECTED INSTRUCTIONAL SERVICES

Instrument Description: Survey of Selected Instructional Services

Brief description of the instrument:

The instrument consists of 34 items which require respondents to indicate the frequency with which they have participated in particular activities for the schools (Title I, Title VII, and SCE schools) to which they are assigned. Four other items solicit information regarding meetings attended by the coordinators, perceived need for coordination, and effectiveness of local campus planning.

To whom was the instrument administered?

To the 10 AISD elementary instructional coordinators assigned to major areas, 4 Title VII supervisors, 3 local bilingual supervisors, and 2 Title I supervisors.

How many times was the instrument administered?

Once.

When was the instrument administered?

March, 1977.

Where was the instrument administered?

During group meetings in most cases. However, four coordinators received their forms through the mail and completed and returned them by mail.

Who administered the instrument?

The Senior Evaluator for Compensatory Programs, the SCE/Title I Evaluator, and the Title VII Evaluator.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

No.

Are there norm data available for interpreting the results?

No.

SURVEY OF SELECTED INSTRUCTIONAL SERVICES

Purpose

The coordination of specially funded projects with the Department of Elementary Education and with each other has been an area of high interest in the District. This was reflected in the identification of decision questions for 76-77 and the resulting evaluation questions restated below. The purpose of the Survey of Selected Instructional Services was to collect information for answering evalution questions for these projects - State Compensatory Education, Title I, and Title VII.

Project	Evaluation Questions
State Compensatory Education	1. How extensive was local campus planning of 75-76 and 76-77 SCE programs?
	2. How effective was the local campus planning judged to be by those involved?
	3. How large a role did the instructional coordinators play in the planning of SCE program activities?
	4. How large a role did the instructional coordinators play in the SCE staff development activities?
Title VII Bilingual	1. In what areas is coordination (of Title VII and local supervision of instructional activities) most essential?
	2. In what areas do the Title VII Project and the Department of Elementary Education overlap in providing services?
	3. In what areas are services provided by neither the Title VII Project nor the Department of Elementary Education?
Title I	1. What coordination of programs (Title I and local) is currently being done?

2. Do activities of Title I and AISD overlap, gap, or mesh in providing instructional and support services?

Procedure

During February, 1977, a draft of the survey form was developed by the evaluators for SCE, Title VII, and Title I. This draft was reviewed by selected local, Title VII, and Title I coordinators/supervisors and the Director of Elementary Education. After considering their comments, the final form, see Attachment 1, was then prepared.

During March, 1977, the evaluators attended meetings held with the coordinators/supervisors and administered the survey. All instructional coordinators and other instructional supervisory staff from the Department of Elementary Education (with the exception of special area coordinators; e.g., P.E., music), the Department of Bilingual Education, Title VII, and Title I completed the survey.

Responses were analyzed by funding source of the coordinator/supervisor, grade level supervised, and individual campus served.

Results

The results obtained are based on responses from all 19 persons in an appropriate instructional supervisory position. Figure P-1 shows the funding source and departmental (project) assignment of these respondents.

Figure P-1: Funding Source and Departmental Assignment of Instructional Coordinators/Supervisors

	Local	Local Bil.	Title VII	Title I
Funding Source	AISD	AISD	Title VII	Title I
Assignment	Dept. of Elem. Education	Dept. of Bil. Education	Dept. of Bil. Education	Dept. of Dev. Programs
Office Location	Carruth Adm. Building	Carruth Adm. Annex	Carruth Adm. Annex	Carruth Adm. Building
Number of Respondents	10	3	4	2

Success of Local Campus Planning. Figure P-2 summarizes the responses to item 36 on the effectiveness of local campus planning in SCE. Only seven local instructional coordinators responded. All ratings indicated a degree of effectiveness but not a level of extreme effectiveness of local campus planning.

Figure P-2: Item: Based on your experience with SCE programs, how effective would you say local campus planning has been?

	Not at all Effective 1	2	Somewhat Effective 3	4	Extremely Effective 5
Number Responding	0	0	4	3	0
Percent Responding	0%	0%	57%	43%	0%

Written Comments: Teachers' having a large part in the planning has made SCE more acceptable and effective.

Both of my 6th grade schools have involved staff to a great extent and they feel this has been a valuable, profitable experience.

Present Coordination. Current levels of coordination among programs were measured by items 37 and 38. Attachment 2 is a detailed listing of the regular and special meetings attended by the supervisory staffs. Several summary statements may be made.

1. Title I, Title VII, and local bilingual supervisors do not meet with local supervisors from the Department of Elementary Education on a regular basis.
2. Title I, Title VII, and local bilingual supervisors do meet with local supervisors during First Friday Meetings in the Department of Elementary Education (first Friday of each month). In addition, all groups of supervisors attend area principal meetings.
3. Local supervisors reported no regular meetings with Title I, Title VII, or local bilingual supervisors.
4. Local supervisors have met with special project supervisors in special purpose planning meetings.
5. Local bilingual, Title VII, and Title I supervisors meet every two weeks in interdepartmental meetings.

Need for Coordination. The need for coordination and cooperation among coordinators from various programs was addressed by item 35. Written comments to this item are included as Attachment 3. Generally, coordination was desired in the areas of curriculum, selecting materials, planning, staff development, and communications with teachers. Local bilingual supervisors cited training and supervising aides as a coordination need. Overall, the very wide range and quantity of areas identified for more cooperation and coordination indicate that the current levels are not satisfactory.

Frequency of Supervisory Activities. Items 1 through 34 asked the supervisors to indicate the frequency at which they participated in selected activities. Attachment 4 is a collection of summary sheets for each item. From these summaries, the following general statements may be made.

1. All supervisors regularly conduct in-class supervision of English instructional activities in the schools to which they are assigned.

2. Local supervisors, however, conduct in-class supervision of English instructional activities *infrequently* in schools which are in the Title VII Program and *frequently* in other schools.

3. Schools in both Title VII and Title I have all four categories of supervisors (local, local bilingual, Title VII, and Title I) conducting in-class supervision of English instructional activities.

4. Spanish instructional activities are supervised in-class frequently by the Title VII and local bilingual supervisors. Local supervisors work infrequently in this area, and Title I supervisors do not work at all in this area.

5. On-campus supervision/planning of *English* instructional activities during non-instructional time is less frequent than in-class supervision for the supervisors as a whole.

6. On-campus supervision/planning of *Spanish* instructional activities during non-instructional time is less frequent than in-class supervision for the supervisors as a whole.

7. Consulting with campus-level personnel on local school problems is an activity of all supervisors. The frequency of this consulting varies with the Title I supervisors reporting frequent consulting for all Title I campuses.

8. Title I reading labs are supervised frequently by the Title I supervisors, infrequently by local supervisors, and not at all by local bilingual and Title VII supervisors.

9. SCE reading labs are supervised infrequently by local supervisors. No other persons supervise SCE labs.

10. Some Title I aides receive planning help or are supervised by Title I supervisors frequently, others infrequently. Supervision of aides by other supervisors does occur infrequently.

11. SCE aides are not supervised nor do they receive any planning help from a supervisor.

12. Selection and ordering of materials for instruction in English from local funds and Title VII funds is an activity of local, local bilingual, and Title VII supervisors. Title I supervisors do not help select nor order materials for English instruction from local funds.

13. Selection and ordering of materials for instruction in English from Title VII funds is done by Title VII, local bilingual, and local supervisors, but not by Title I supervisors.

14. Selection and ordering of materials from Title I funds for English instruction is frequently an activity for Title I supervisors, not an activity for local bilingual and Title VII supervisors, and infrequently an activity for local supervisors.

15. Local supervisors participated in the selection and ordering of materials from SCE funds for English instruction infrequently or frequently depending on the school involved. Title VII supervisors helped frequently in one school.

16. Selection and ordering of materials for Spanish instruction is a frequent activity of local bilingual and Title VII supervisors. Title I supervisors do not help select or order Spanish materials. Local supervisors do this infrequently if at all.

17. Planning and proposal development for program activities for the 76-77 and 77-78 Title I Programs was a frequent activity for Title I supervisors only. Local and local bilingual supervisors participated infrequently. Title VII supervisors did not participate at all.

18. Planning and proposal development for program activities for the 76-77 and 77-78 Title VII Projects was a frequent activity for Title VII supervisors and local bilingual supervisors only. Local supervisors participated infrequently if at all, and Title I supervisors did not participate at all.

19. No supervisors reported participating in the planning and proposal development of program activities for SCE funds except infrequently at one school.

20. Planning and proposal development for the 76-77 State Bilingual Program was a frequent activity for local bilingual supervisors, an infrequent activity for local supervisors, but not an activity for Title VII and Title I supervisors.

21. In the planning and conducting of staff development activities, supervisors participated frequently in those sponsored by their own funding source and not at all or infrequently in each others: An exception is participation in State Bilingual funded activities by Title VII supervisors (frequently) and by local supervisors (infrequently).

22. In developing curriculum (guides, outlines, lessons, manuals, etc.) supervisors participated frequently in those sponsored by their own funding source and not at all or infrequently in each others.

General Summary. The following statements seem to be supported by the information reported by the supervisors surveyed.

1. There is currently no overall plan or procedure by which the activities of the supervisors in the District are planned, coordinated, or communicated with each other.

2. As expected, supervisors most frequently participate in activities funded by the same source as their positions.

3. The planning of each special program, Title I and Title VII, is conducted without the participation of supervisors from the other program.

4. The major area of overlap discovered is in the supervision of English instructional activities on campuses with multiple programs.

5. Supervisors see a need to have more coordination and communication among themselves in all areas of their activities.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

FOR ORE
USE ONLY

_ _ _
1 2 3

SURVEY OF SELECTED INSTRUCTIONAL SERVICES

_ _ _
4 5 6 Coordinator/Supervisor: ________________ Funding Source: __________

The purpose of this survey is to determine which AISD supervisory personnel are currently engaged in selected services and activities.

A. To which campuses have you been assigned during this year?

	Campus	Grade Level	Instructional Area(s)
7-9 _ _ _			
10-12 _ _ _			
13-15 _ _ _			
16-18 _ _ _			
19-21 _ _ _			
22-24 _ _ _			
25-27 _ _ _			
28-30 _ _ _			
31-33 _ _ _			
34-36 _ _ _			

B. Use this scale to indicate the frequency at which you have participated in each of the following activities for the schools to which you have been assigned.

0 = Never or almost never.

1 = Infrequently, casually rather than on a systematic basis, not as a part of my assigned or accepted responsibility.

2 = Frequently, on a systematic basis, as part of my assigned or accepted responsibility.

	Circle One			
	NEVER	INFREQUENTLY	FREQUENTLY	
37 _	0	1	2	(1) In-class supervision* of English instructional activities.
38 _	0	1	2	(2) In-class supervision* of Spanish instructional activities.
39 _	0	1	2	(3) On-campus supervision*/planning of English instructional activities during non-instructional time.
40 _	0	1	2	(4) On-campus supervision*/planning of Spanish instructional activities during non-instructional time.
41 _	0	1	2	(5) Consulting with campus-level personnel on local school problems.
42 _	0	1	2	(6) In-class supervision* of activities in the Title I reading labs.
43 _	0	1	2	(7) In-class supervision* of activities in the SCE reading labs.
				Planning with or supervising* instructional aides funded by ....
44 _	0	1	2	(8) Title I
45 _	0	1	2	(9) Title VII
46 _	0	1	2	(10) SCE

*Supervision does not include brief observational visits without some form of supportive communication to the teacher.

	NEVER	INFREQUENTLY	FREQUENTLY	
				Selection/ordering of materials for instruction in English .....
47 ___	0	1	2	(11) from local funds
48 ___	0	1	2	(12) from Title I funds
49 ___	0	1	2	(13) from Title VII funds
50 ___	0	1	2	(14) from SCE funds
				Selection/ordering of materials for instruction in Spanish .....
51 ___	0	1	2	(15) from local funds
52 ___	0	1	2	(16) from Title I funds
53 ___	0	1	2	(17) from Title VII funds
54 ___	0	1	2	(18) from SCE funds
55 ___	0	1	2	(19) from State Bilingual Program funds
				Planning/proposal development for program activities for ......
56 ___	0	1	2	(20) 76-77 Title I Program
57 ___	0	1	2	(21) 77-78 Title I Program
58 ___	0	1	2	(22) 76-77 Title VII Program
59 ___	0	1	2	(23) 77-78 Title VII Program
60 ___	0	1	2	(24) 76-77 SCE funds
61 ___	0	1	2	(25) 76-77 State Bilingual Program
				Planning/conducting staff development activities funded by ......
62 ___	0	1	2	(26) local sources
63 ___	0	1	2	(27) Title I
64 ___	0	1	2	(28) Title VII
65 ___	0	1	2	(29) SCE
66 ___	0	1	2	(30) State Bilingual Program
				Developing curriculum (guides, outlines, lessons, manuals, etc.) funded by .....
67 ___	0	1	2	(31) local sources
68 ___	0	1	2	(32) Title VII
69 ___	0	1	2	(33) State Bilingual Program
70 ___	0	1	2	(34) SCE

C.

(35) Using the areas noted above or any other area which you may be aware of, list the area(s) in which there is the greatest need for coordination and cooperation among local instructional coordinators and the coordinators/supervisors of these programs.

Title I:

Title VII:

71 ___ (36) Based on your experience with SCE programs, how effective would you say local campus planning has been? (Circle one.)

1	2	3	4	5
Not at all Effective		Somewhat Effective		Extremely Effective

Please comment:

(37) What meetings do you attend regularly with the coordinators/supervisors from .....?

72 ___ a. Department of Elementary Education:

73 ___ b. Title I:

74 ___ c. Title VII:

75 ___ d. State and local Bilingual Program:

(38) What special meetings have you attended this year with coordinators/supervisors from ....?

76 ___ a. Department of Elementary Education:

77 ___ b. Title I:

78 ___ c. Title VII:

79 ___ d. State and local Bilingual Program:

ATTACHMENT 2

Comments on Items 37 and 38:

37. What meetings do you attend regularly with the coordinators/supervisors from .....?

38. What special meetings have you attended this year with coordinators/supervisors from .....?

a. Department of Elementary Education

Supervisor's Code	Regular Meetings	Special Meetings
L (K-3)	Staff (regular)	Staff (regular)
L (L-3)	Principals Staff meetings Budget meetings In-Service Needs Special Content Area meetings Guides	
L (K-3)	Staff, planning, curriculum writing	
L (4-5)	Staff meeting Committee meetings	
L (3-6)	Staff meeting	Competencies, and all called meetings
L (4-6)	Weekly staff meetings; other called meetings	When they're called
L (K-3)	Staff meetings, budget meetings, Science & Social Studies Comm.	Inservice planning sessions, goal setting sessions
L (K-6)		Almost all
LB (K-5)		Area coordinators meeting Area principals meeting
LB (K-5)	Monthly (not every month)	Area principals meeting
LB (K-3)		Area principals meeting
T7 (K-5)		First Friday & principals meetings
T7 (K-5)		First Friday Dept. of Elem. Ed. meetings
T7 (K-1, 4-6)		First Friday Dept. of Elem. Ed. meetings
T7 (K-5)	First Friday meetings	

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Comments on Items 37 and 38:

37. What meetings do you attend regularly with the coordinators/supervisors from .....?

38. What special meetings have you attended this year with coordinators/supervisors from ....?

b. Title I

Supervisor' Code	Regular Meetings	Special Meetings
L (K-3)	A few selected ones related to ESAA, Title I reading	A few selected ones related to ESAA, Title I reading
L (K-3)		Core curriculum
L (4-5)		Planning for summer school, called planning meetings
L (3-6)		Planning meetings with Lee Laws and Frances Vargas
L (4-6)		Attended two meetings
L (K-3)		Program planning meeting (one meeting)
LB (K-5)		The Learning Institute
LB (K-3)		Interdepartmental meetings every two weeks on planned agenda
T7 (K-5)	Interdepartmental meetings	
T7 (K-5)	Interdepartmental meetings	
T7 (K-1, 4-6)	Interdepartmental meetings	
T7 (K-5)	Interdepartmental meetings	Staff Development planning sessions

Comments on Items 37 and 38:

37. What meetings do you attend regularly with the coordinators/supervisors from ....?

38. What special meetings have you attended this year with coordinators/supervisors from ....?

c. Title VII

Supervisor's Code	Regular Meetings	Special Meetings
L (K-3)		General meetings
L (4-5)		Called planning meetings
L (4-6)		Attended two of their meetings
L (K-3)	Task Force planning meetings	
LB (K-5)	Some meetings with Title VII	All the task force meetings
LB (K-5)		Task force meetings
LB (K-3)		Task force, office meetings on request
T7 (K-5)	Staff meetings	
T7 (K-5)	Staff meetings	
T7 (K-1,	Staff meetings	
T7 (K-5)	Interdepartmental meetings and departmental and project staff	

Comments on Items 37 and 38:

37. What meetings do you attend regularly with the coordinators/supervisors from ....?

38. What special meetings have you attended this year with coordinators/supervisors from ....?

d. State and local bilingual program

Supervisor's Code	Regular Meetings	Special Meetings
L (3-6)		A couple of presentations on their programs
L (4-6)		I've trained Title I aides last summer, this year and for summer school. This year - in a tutorial program
L (K-3)	Task Force planning meetings	
LB (K-5)	All meetings here	Office and staff meetings
LB (K-5)		Weekly
LB (K-3)	Weekly	
T7 (K-5)	Interdepartmental meetings	
T7 (K-5)	Interdepartmental meetings	
T7 (k-1, 4-6)	Interdepartmental meetings	
T7 (K-5)	Departmental and interdepartmental meetings	Bilingual Education Task Force meetings

ATTACHMENT 3

Comments on Item 33:

"Using the areas noted above or any other area which you may be aware of, list the area(s) in which there is the greatest need for coordination and cooperation among local instructional coordinators and the coordinators/supervisors of these programs."

Supervisor's Code	Title I	Title VII
L (K-3)	All basic curriculum areas Proposals Staff selection Schedules in schools Developing an overall school Philosophy in reading Selection of materials	Same
L (K-3)	Same philosophy of education Agreement with how children learn best Agreement to support curriculum Experiences and activities which contribute the most to children's learning Putting emphasis with teaching methods which develop children's thinking	
L (K-3)	Reading Lab Methods Communication with teachers Diagnosing needs	Instructional program Are the goals the same?
L (4-5	Advice to teachers Coordination of materials and programs on local campuses Planning with supervisory staff	Need regular informal meetings for "awareness" purpose
L (3-6)	Consistency in suggestions to teachers Consistency in materials	
L (4-6)	Input on selection of materials Planning program activities Planning staff development activities	Same
L (k-3)	Need agreement on goal and objectives and methodology for reaching them. How can Title I supplement what is happening in the classroom?	Coordination or schedule - use of time. Materials that complement one another.
L (K-6)	Reading	

Comments on Item 35: continued

"Using the areas noted above or any other area which you may be aware of, list the area(s) in which there is the greatest need for coordination and cooperation among local instructional coordinators and the coordinators/supervisors of these programs."

Supervisor's Code	Title I	Title VII
LB (K-5)	Planning curriculum Planning special programs Ordering of materials Dealing with special problems involving teacher competency	Ordering materials Planning for coordinating the bilingual program within one particular school, this involves coordinating the program between grade levels.
LB (K-5)	Ordering materials	Curriculum development Ordering materials Conducting staff development
LB (K-3)	Planning for and supervising aides Staff development Curriculum development Selection of materials	Selection of materials Planning for and supervising aides Staff development Curriculum development
T7 (K-5)		Developing curriculum in cooperation with local instructional coordinators
T7 (K-1, 4-6)		Curriculum
T7 (K-5)		Program objectives Materials Supervision Staff development
T1 (K-5)	Planning program activities for Title I Planning/conducting staff development activities Orientation of all personnel concerning stated objectives and evaluation Notification of all appropriate persons as to on-going status of Title I Reading Program	
T1 (K-5)	General communications on who is doing what. Planning/proposal development all programs, including Title I frequently Coordination of supervision-techniques, training, etc.	

ATTACHMENT 4

Item Response Summary Sheets

Items 1-34

1. Frequency of: In-class supervision of English instructional activities.

IN↓ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ frequent	infrequent/ frequent	frequent/ none	frequent
Title VII/ Title I Schools	infrequent	frequent	frequent	frequent
SCE School	infrequent	-	-	-
SCE/Title I School	frequent	infrequent	-	frequent

2. Frequency of: In-class supervision of Spanish instructional activities.

IN↓ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent	frequent/ none	frequent/ none	none
Title VII/ Title I Schools	infrequent	frequent	frequent	none
SCE School	-	-	-	-
SCE/Title I School	-	frequent	-	none

3. Frequency of: On-campus supervision/planning of English instructional activities during non-instructional time.

IN↓ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	frequent/ infrequent	frequent/ infrequent	frequent/ infrequent none	infrequent/ none
Title VII/ Title I Schools	frequent/ infrequent	frequent/ none	frequent/ infrequent none	infrequent/ none
SCE School	infrequent	-	-	-
SCE/Title I School	infrequent	infrequent	-	none

4. Frequency of: On-campus supervision/planning of Spanish instructional activities during non-instructional time.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ none	frequent/ none	frequent/ none	none
Title VII/ Title I Schools	infrequent/ none	frequent/ none	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	none	frequent	-	none

5. Frequency of: Consulting with campus-level personnel on local school problems.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ frequent	frequent/ none	frequent/ none	frequent
Title VII/ Title I Schools	infrequent/	frequent	frequent/ none	frequent
SCE School	infrequent	-	-	-
SCE/Title I School	frequent	frequent	-	frequent

6. Frequency of: In-class supervision of activities in the Title I reading labs.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ none	none	none	frequent
Title VII/ Title I Schools	infrequent/ none	none	none	frequent
SCE School	-	-	-	-
SCE/Title I School	infrequent	none	-	frequent

7. Frequency of: In-class supervision of activities in the SCE reading labs.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	-	-	-	-
SCE School	-	-	-	-
SCE/Title I School	infrequent	none	-	none

8. Frequency of: Planning with or supervising instructional aides funded by Title I

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent	infrequent/ none	infrequent/ none	frequent/ infrequent
Title VII/ Title I Schools	frequent	none	infrequent/ none	frequent/ infrequent
SCE School	-	-	-	-
SCE/Title I School	infrequent	none	-	infrequent

9. Frequency of: Planning with or supervising instructional aides funded by Title VII

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	infrequent	frequent/ none	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

10. Frequency of: Planning with or supervising instructional aides funded by SCE.

IN ↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	-	-	-	-
SCE School	none	-	-	-
SCE/Title I School	none	none	-	none

11. Frequency of: Selection/ordering of materials for instruction in English from local funds.

IN ↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	frequent/ infrequent	frequent/ none	frequent/ none	none
Title VII/ Title I Schools	frequent/ infrequent	frequent/ none	frequent/ none	none
SCE School	frequent	-	-	-
SCE/Title I School	frequent	frequent	-	none

12. Frequency of: Selection/ordering of materials for instruction in English from Title I funds.

IN ↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent	none	none	frequent/ infrequent
Title VII/ Title I Schools	infrequent	none	none (frequent)	frequent/ infrequent
SCE School	-	-	-	-
SCE/Title I School	frequent	none	-	infrequent

13. Frequency of: Selection/ordering of materials for instruction in English from Title VII funds.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	infrequent/ frequent	infrequent/ frequent	frequent	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

14. Frequency of: Selection/ordering of materials for instruction in English from SCE funds.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I/SCE Schools (4)	none/ infrequent	none	none/ frequent	none
SCE School	none	-	-	-
SCE/Title I School	frequent	none	-	none

15. Frequency of: Selection/ordering of materials for instruction in Spanish from local funds.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	none/ infrequent	frequent/ none	frequent/ none	none
Title VII/ Title I Schools	none/ infrequent	frequent/ none	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	none	frequent	-	none

16. Frequency of: Selection/ordering of materials for instruction in Spanish from Title I funds.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	1 school infrequent	2 schools infrequent	1 school frequent	none
Title VII/ Title I Schools	1 school infrequent	1 school infrequent	1 school frequent	none
SCE School	-	-	-	-
SCE/Title I School	none	none	none	none

17. Frequency of: Selection/ordering of materials for instruction in Spanish from Title VII funds.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	1 school infrequent	-	-	-
Title VII/ Title I Schools	1 school infrequent	infrequent/ none	frequent	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

18. Frequency of: Selection/ordering of materials for instruction in Spanish from SCE funds.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	none	none	1 school frequent	none
SCE School	-	-	-	-
SCE/Title I School	none	none	-	none

19. Frequency of: Selection/ordering of materials for instruction in Spanish from State Bilingual Program funds.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	1 school infrequent	frequent/ none	frequent/ none	none
Title VII/ Title I Schools	1 school infrequent	frequent/ none	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	none	none	-	-

20. Frequency of: Planning/proposal development for program activities for 76-77 Title I Program.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ none	-	none	frequent
Title VII/ Title I Schools	infrequent/ none	-	none	frequent
SCE School	-	-	-	-
SCE/Title I School	infrequent	-	-	frequent

21. Frequency of: Planning/proposal development for program activities for 77-78 Title I Program.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ none	none/ frequent	none	frequent
Title VII/ Title I Schools	none/ infrequent	none/ frequent	none	frequent
SCE School	-	-	-	-
SCE/Title I School	infrequent	none	-	none

22. Frequency of: Planning/proposal development for program activities for 76-77 Title VII Program.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	1 school infrequent	-	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

23. Frequency of: Planning/proposal development for program activities for 77-78 Title VII Program.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	infrequent	frequent/ none	frequent/ none	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

24. Frequency of: Planning/proposal development for program activities for 76-77 SCE funds.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I/SCE Schools (4)	none	-	none	none
SCE School	none	-	-	-
SCE/Title I School	infrequent	-	-	none

25. Frequency of: Planning/proposal development for program activities for 76-77 State Bilingual Program.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	infrequent/ none	frequent/ none	none	none
Title VII/ Title I Schools	infrequent	frequent/ none	none	none
SCE School	-	-	-	-
SCE/Title I School	none	frequent	-	none

26. Frequency of: Planning/conducting staff development activities funded by local sources.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	frequent	none/ frequent	none/ 2 schools frequent	frequent/ none
Title VII/ Title I Schools	frequent	none/ frequent	none/ 2 schools frequent	infrequent/ none
SCE School	frequent	-	-	-
SCE/Title I School	frequent	frequent	-	none

27. Frequency of: Planning/conducting staff development activities funded by Title I.

IN → BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	none/ infrequent	none/ infrequent	none	frequent
Title VII/ Title I Schools	none/ infrequent	none/ infrequent	none	frequent
SCE School	-	-	-	-
SCE/Title I School	infrequent	none	-	freque

28. Frequency of: Planning/conducting staff development activities funded by Title VII.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	none/ infrequent	none/ infrequent	frequent	none/ infrequent
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

29. Frequency of: Planning/conducting staff development activities funded by SCE.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	none infrequent	-	-	-
Title VII/ Title I/SCE Schools (4)	none	none	1 school frequent	none
SCE School	none	-	-	-
SCE/Title I School	frequent	none	-	none

30. Frequency of: Planning/conducting staff development activities funded by State Bilingual Program.

IN↘ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	1 school infrequent	none/ frequent	none/ frequent	none
Title VII/ Title I Schools	1 school infrequent	none/ frequent	none/ frequent	none
SCE School	-	-	-	-
SCE/Title I School	none	frequent	-	none

31. Frequency of: Developing curriculum (guides, outlines, lessons, manuals, etc.) funded by local sources.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	frequent	none/ frequent	none/ 2 schools frequent	none
Title VII/ Title I Schools	frequent	none/ frequent	none/ 2 schools frequent	none
SCE School	frequent	-	-	-
SCE/Title I School	frequent	frequent	-	none

32. Frequency of: Developing curriculum (guides, outlines, lessons, manuals, etc.) funded by Title VII.

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I Schools	infrequent	1 school frequent	frequent	none
SCE School	-	-	-	-
SCE/Title I School	-	-	-	-

33. Frequency of: Developing curriculum (guides, outlines, lessons, manuals, etc.) funded by State Bilingual Program

IN→ BY→	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	none/ infrequent	none/ frequent	2 schools frequent	none
Title VII/ Title I Schools	none/ infrequent	none/ frequent	2 schools frequent	none
SCE School	-	-	-	-
SCE/Title I School	none	frequent	-	none

34. Frequency of: Developing curriculum (guides, outlines, lessons, manuals, etc.) funded by SCE

IN↓ BY →	Local Supervisor	Local Bil. Supervisor	Title VII Supervisor	Title I Supervisor
Title I Schools	-	-	-	-
Title VII/ Title I /SCE Schools (4)	1 school infrequent	none	none	none
SCE School	none	-	-	-
SCE/Title I School	none	none	-	none